



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

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

Dear Task Force members,

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

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

As a reminder, we will review applications and requests deemed eligible at a summary level in the meeting. If there is a specific application or request you would like addressed in the Task Force meeting, please email [ESSER@ksde.org](mailto:ESSER@ksde.org) no later than Thursday, May 4<sup>th</sup>, at 4:00 p.m. so information for the district in question can be included in the presentation materials.

Reminder

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

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

# MINUTES



## Commissioner's Task Force on ESSER (II, and III) and EANS (I, and II) Distribution of Money – April 6, 2023

### Call to Order

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

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

### Approval of Agenda

Brad Bergsma made a motion to approve the agenda as presented for the April 6 meeting and Adam Proffitt seconded it. Motion carried unanimously.

**MOTION**  
(00:04:14)

### Attendance

The following Task Force members attended by video conference:

Jim Porter	Cathy Hopkins
Lisa Peters	Mike Argabright
Jamie Rumford	Frank Harwood
Roberta Lewis	Tracy Callard
Brad Bergsma	Adam Proffitt

### Approval of March 10 Minutes

Jim Porter made a motion to approve the March 10 minutes and Frank Harwood seconded. Motion carried (8-0-1) with Adam Proffitt abstaining as he was not present for the March 10 meeting.

**MOTION**  
(00:04:34)

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

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, April 11. The ESSER II change requests consist of 580 individual budgeted expenditures totaling a value of \$83.2 million (eligible net change is \$ \$1,219,216).

(00:05:04)

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

Lisa Peters made a motion to approve the ESSER II change request as presented. Jamie Rumford seconded. Motion carried (10-0).

**MOTION**  
(00:08:30)

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

Doug Boline mentioned that the 6 districts represented in today's ESSER III application batch have requested \$13.3 million (for eligible expenditures): which is 80% of their total allocation.

(00:09:00)

The average eligible expenditures (requested) per district (for this specific batch) range from \$429,657 to \$5,114,484; average amount per district is \$2,216,785. The eligible planned expenditures (for this batch) per student range from \$665 to \$2,350; average amount is \$1,616.

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

The eligible expenditures for the 9 ESSER III change requests totaled to \$22,156,947 (cumulative). The net change for the eligible requests total to \$2,291,974. Specific details regarding the batch of change requests can be found on the Commissioner's Task Force webpage located here - [Commissioner's Task Force \(ksde.org\)](https://ksde.org).

(00:11:53)

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

Mike Argabright made a motion to approve the ESSER III change requests and applications and Adam Proffitt seconded. Motion carried (9-0-1) with Bert Lewis abstaining due to conflict of interest with her school district's ESSER III expenditure plan being in this batch.

**MOTION**  
(00:14:15)

### **Adjournment**

Chairman Porter adjourned the meeting at 3:11 p.m. The next meeting will occur on Friday, May 5, 2023 at 3:00 p.m.



# Commissioner's K-12 Relief Funds Task Force

**Task Force Meeting**  
**May 5<sup>th</sup>, 2023**



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## ESSER II: Change Application Status Update

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## ESSER II status update

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

- 8 ESSER II change applications from districts representing 11,016 students<sup>1</sup>
- 122 individual budgeted expenditures totaling a value of \$8.6M are considered eligible expenditures.

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



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



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## ESSER II Change Request Summary


District Number	District Name	Total Direct and True Up Allocation	Previously Eligible	Total Eligible (cumulative)	Eligible Net Change	Summary of Changes
105	Rawlins County	\$245,844	\$234,000	\$245,844	\$11,844	Salaries and Software
246	Northeast	\$582,331	\$582,331	\$582,331	\$0	Premium Pay and Sanitation
250	Pittsburg	\$3,123,210	\$3,089,920	\$3,123,210	\$33,290	Summer School Supplies

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## ESSER II Change Request Summary

District Number	District Name	Total Direct and True Up Allocation	Previously Eligible	Total Eligible (cumulative)	Eligible Net Change	Summary of Changes
253	Emporia	\$2,757,581	\$2,757,581	\$2,757,581	\$0	Retention Pay and Afterschool
254	Barber County North	\$346,676	\$346,676	\$346,676	\$0	Salaries and Software
336	Holton	\$558,548	\$536,391	\$558,548	\$22,157	Premium Pay and Curriculum

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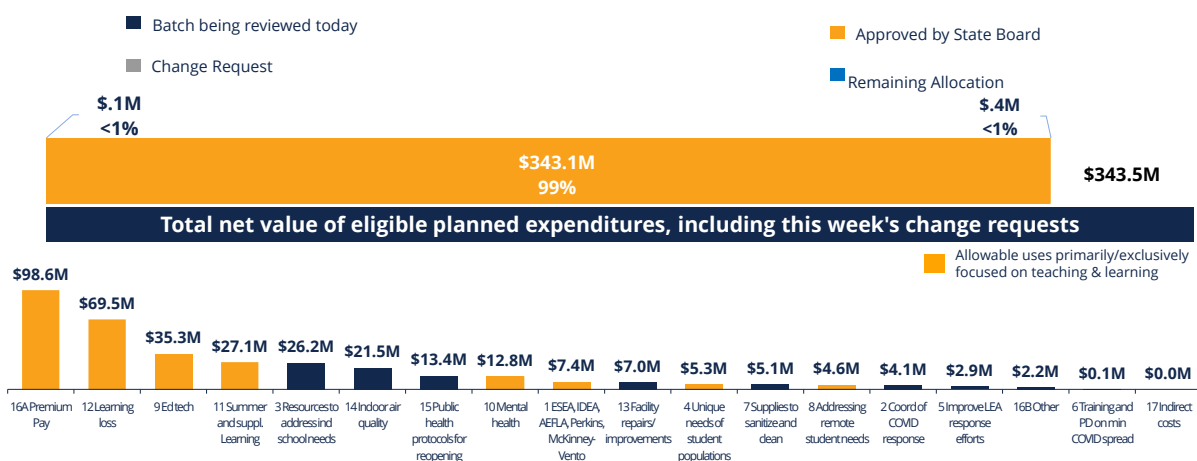
## ESSER II Change Request Summary

District Number	District Name	Total Direct and True Up Allocation	Previously Eligible	Total Eligible (cumulative)	Eligible Net Change	Summary of Changes
436	Caney Valley	\$557,599	\$557,599	\$557,599	\$0	Software and Salaries
440	Halstead	\$424,721	\$420,481	\$424,721	\$4,240	Teachers' MacBooks
<b>Total</b>		<b>\$8,596,510</b>	<b>\$8,524,979</b>	<b>\$8,596,510</b>	<b>\$71,531</b>	



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## ESSER II Change Request Summary Allowable Use



Note: Allowable use categorization is displayed based on district reporting



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

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

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

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



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### ESSER III status update

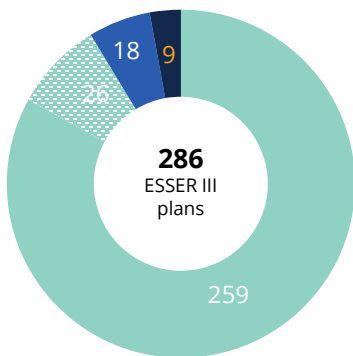
**18 ESSER III plans projected to be reviewed in the current slate. 26 ESSER III change plans to be reviewed in the current slate.**

- 18 districts submitted ESSER III plans representing 13,606 students.
- 362 individual budgeted expenditures totaling a value of \$13.3M are considered eligible expenditures.
- 26 districts submitted ESSER III change plans representing 29,006 students.
- 782 individual budgeted expenditures totaling a value of \$37.9M are considered eligible expenditures, and \$14.5K considered ineligible expenditures.



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# ESSER III Update | Overview



States of plans fully approved by State Board

259 plans

\$704.1M

Batch of change request plans being reviewed today

26 plans

\$38.0M

Batch of plans being reviewed today

18 plans

\$13.3M

Plans that have not yet been submitted

0 plan

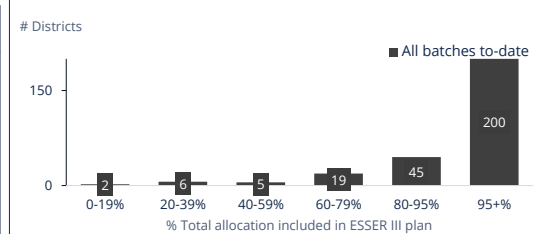
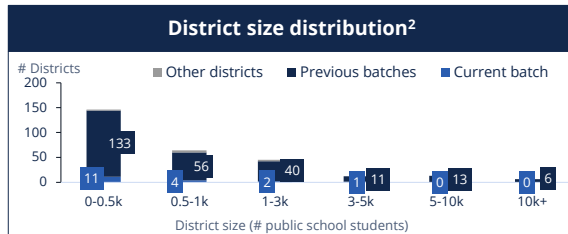
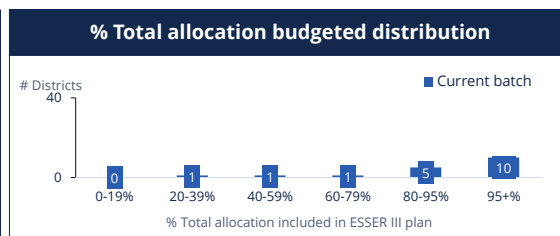
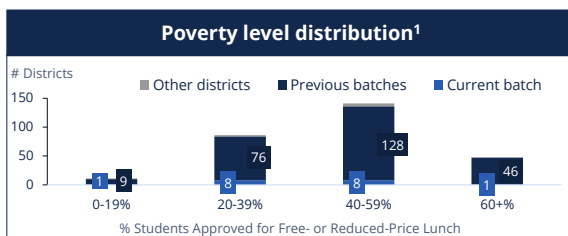
Plans that are under KSDE review

9 plans



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

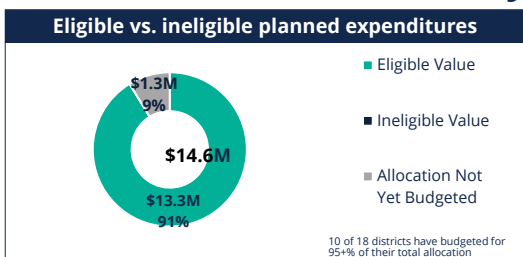


1. Districts were grouped based on the % of student headcount approved for free or reduced-price lunch in the 2020-2021 school year 2. Districts were grouped based on the number of non-weighted, non-virtual full-time equivalent (FTE) students in the 2020-2021 school year (part-time students are accounted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



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## Summary of Today's Batch



Average eligible expenditures per district	Eligible planned expenditures per student <sup>1</sup> <i>Over total length of plan</i>
<b>\$739,874</b>	<b>\$979</b>
Range: \$109,412 - \$2,302,443	Range: \$417 - \$1,892

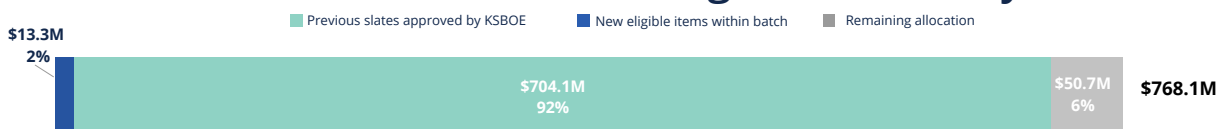
### Eligible planned expenditures by most frequently selected allowable use



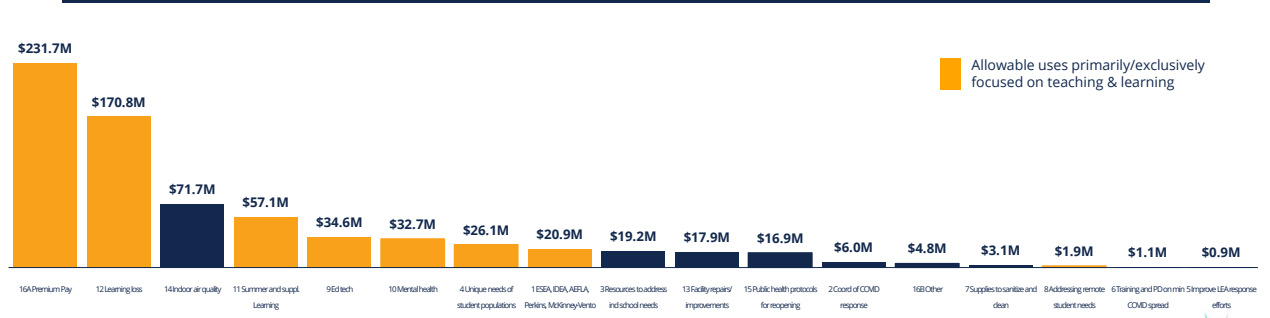
1. Based on the number of non-weighted, non-virtual full-time equivalent (FTE) students in the 2020-2021 school year (part-time students are accounted for to the nearest tenth). Students who transitioned to remote learning due to COVID-19 (remote learners) are included in the FTE totals. Note: Allowable use categorization is displayed based on district reporting; Data does not reflect change requests

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## Cumulative ESSER III Program Summary



### Total cumulative value of eligible planned expenditures, including this week's eligible items



Note: Allowable use categorization is displayed based on district reporting

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

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ESSER III: Discussion of Change Requests Deemed Eligible by KSDE

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## ESSER III Change Request Summary


District Number	District Name	Total Direct and True Up Allocation	Previously Eligible	Total Eligible (cumulative)	Eligible Net Change	Summary of Changes
103	Cheylin	\$365,789	\$280,789	\$345,789	\$65,000	Touchless Faucets & Stools
204	Bonner Springs	\$3,450,558	\$3,450,558	\$3,773,625	\$323,067	Curriculum and Psychologist
206	Remington-Whitewater	\$532,416	\$468,408	\$476,408	\$8,000	Water Filling Stations
218	Elkhart	\$512,675	\$500,678	\$512,675	\$12,000	Filling Stations

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## ESSER III Change Request Summary


District Number	District Name	Total Direct and True Up Allocation	Previously Eligible	Total Eligible (cumulative)	Eligible Net Change	Summary of Changes
231	Gardner Edgerton	\$3,556,439	\$3,556,439	\$3,481,771	(\$74,668)	Premium Pay & Mental Health Supports
247	Cherokee	\$1,183,410	\$1,183,410	\$1,183,410	\$0	After School & Premium Pay
248	Girard	\$1,552,876	\$1,225,330	\$1,257,850	\$32,520	Curriculum
253	Emporia	\$6,197,500	\$3,905,190	\$4,085,440	\$180,250	Curriculum & Salaries

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## ESSER III Change Request Summary


District Number	District Name	Total Direct and True Up Allocation	Previously Eligible	Total Eligible (cumulative)	Eligible Net Change	Summary of Changes
257	Iola	\$3,034,259	\$1,653,106	\$2,723,802	\$1,070,696	Curriculum & HVAC
294	Oberlin	\$644,532	\$17,000	\$644,532	\$627,532	Premium Pay & Curriculum
298	Lincoln	\$554,985	\$382,600	\$437,044	\$54,444	Curriculum & Summer School
309	Nickerson	\$1,626,091	\$1,346,402	\$1,544,002	\$197,600	HVAC

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## ESSER III Change Request Summary


District Number	District Name	Total Direct and True Up Allocation	Previously Eligible	Total Eligible (cumulative)	Eligible Net Change	Summary of Changes
364	Marysville	\$1,133,465	\$351,936	\$1,126,465	\$774,529	HVAC & Salaries
388	Ellis	\$419,903	\$395,060	\$416,090	\$21,030	Curriculum
394	Rose Hill Public School	\$1,164,911	\$1,150,357	\$1,150,357	(\$0)	Air Quality Sensors
398	Peabody-Burns	\$358,433	\$320,000	\$333,600	\$13,600	Technology

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## ESSER III Change Request Summary


District Number	District Name	Total Direct and True Up Allocation	Previously Eligible	Total Eligible (cumulative)	Eligible Net Change	Summary of Changes
402	Augusta	\$2,192,381	\$2,144,516	\$2,185,519	\$41,003	Professional Development & Curriculum
408	Marion-Florence	\$606,625	\$366,244	\$420,126	\$53,882	Curriculum
420	Osage City	\$1,116,436	\$885,632	\$928,577	\$42,945	Curriculum
422	Kiowa County	\$332,675	\$222,267	\$332,675	\$110,408	Premium Pay & Salaries

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## ESSER III Change Request Summary


District Number	District Name	Total Direct and True Up Allocation	Previously Eligible	Total Eligible (cumulative)	Eligible Net Change	Summary of Changes
434	Santa-Fe Trail	\$1,367,970	\$1,131,970	\$1,367,970	\$236,000	HVAC
482	Dighton	\$278,253	\$176,779	\$278,253	\$101,474	HVAC & Water Filling Stations
490	El Dorado	\$3,372,166	\$3,372,166	\$2,887,309	(\$484,857)	Summer School & Salaries
499	Galena	\$1,902,935	\$1,529,935	\$1,902,935	\$373,000	Technology & Premium Pay

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## ESSER III Change Request Summary

District Number	District Name	Total Direct and True Up Allocation	Previously Eligible	Total Eligible (cumulative)	Eligible Net Change	Summary of Changes
503	Parsons	\$4,663,635	\$3,670,993	\$3,895,993	\$225,000	Salaries
511	Attica	\$246,039	\$176,039	\$246,039	\$70,000	HVAC
<b>Total</b>		<b>\$42,798,911</b>	<b>\$33,863,801</b>	<b>\$37,938,256</b>	<b>\$4,074,455</b>	

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## USD 394: Rose Hill Public Schools | Ineligible line-items

### Ineligible planned expenditures - Total value: \$14,554

Dollar value	Function	Object	Allowable use	Account description and relation to COVID	Rationale for ineligibility
\$7,553	2610	459	14 - Inspection, testing, maintenance, repair, replacement and upgrade projects to improve the indoor air quality in school facilities.	<p>These Air Quality Sensors paired with our Camera Surveillance have assisted our schools in operating safely and in compliance with local health and safety guidelines throughout the Covid-19 pandemic. This is accomplished by deploying powerful video analytics for occupancy counting, social distancing, and air quality monitoring sensors.</p> <p>Our first line of defense was the Air Quality Sensors, they were installed during the height of the pandemic while our local precautionary requirements for masks and social distancing were very rigorous. These sensors detect five key factors that make up the Health Index which has been used to identify the risk level of spreading infectious diseases. By implementing air quality sensors in our school district, we were able to stay on top of air-management within our buildings and keep our students healthy and in the classroom, which we believe was a valuable asset. The Health Index monitors five key factors: Carbon Dioxide, Particulate, Humidity, Volatile Organic Compounds and Nitrogen Dioxide in the air. The Health Index data allows us to capture complete air quality awareness and we have been able to take a proactive approach to remediation of Covid-19.</p> <p>The Focus of Attention Interface within ACC uses Artificial Intelligence to detect and flag for events that could pose a potential health hazard such as not following social distancing, occupancy counting and poor Health Index readings. If those events are flagged, our administration, receive alerts via text, email, or both, to allow for that timely remediation.</p> <p>The systems work together to mitigate the spread of illness, specifically Covid-19 as a focus and have kept our educators and students safe in our facilities, for a more productive learning experience for all.</p>	This is not an allowable use of ESSER Funds.

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# USD 394: Rose Hill Public Schools | Ineligible line-items

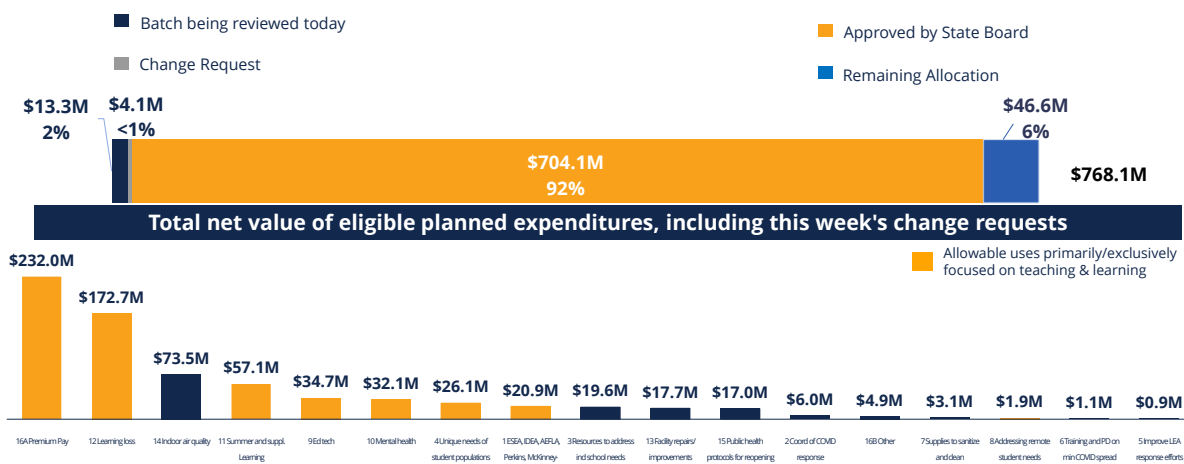
**Ineligible planned expenditures - Total value: \$14,554**

Dollar value	Function	Object	Allowable use	Account description and relation to COVID	Rationale for ineligibility
\$7,001	2610	459	14 - Inspection, testing, maintenance, repair, replacement and upgrade projects to improve the indoor air quality in school facilities.	<p>These Air Quality Sensors paired with our Camera Surveillance have assisted our schools in operating safely and in compliance with local health and safety guidelines throughout the Covid-19 pandemic. This is accomplished by deploying powerful video analytics for occupancy counting, social distancing, and air quality monitoring sensors.</p> <p>Our first line of defense was the Air Quality Sensors, they were installed during the height of the pandemic while our local precautionary requirements for masks and social distancing were very rigorous. These sensors detect five key factors that make up the Health Index which has been used to identify the risk level of spreading infectious diseases. By implementing air quality sensors in our school district, we were able to stay on top of air-management within our buildings and keep our students healthy and in the classroom, which we believe was a valuable asset. The Health Index monitors five key factors: Carbon Dioxide, Particulate, Humidity, Volatile Organic Compounds and Nitrogen Dioxide in the air. The Health Index data allows us to capture complete air quality awareness and we have been able to take a proactive approach to remediation of Covid-19.</p> <p>The Focus of Attention Interface within ACC uses Artificial Intelligence to detect and flag for events that could pose a potential health hazard such as not following social distancing, occupancy counting and poor Health Index readings. If those events are flagged, our administration, receive alerts via text, email, or both, to allow for that timely remediation.</p> <p>The systems work together to mitigate the spread of illness, specifically Covid-19 as a focus and have kept our educators and students safe in our facilities, for a more productive learning experience for all.</p>	This is not an allowable use of ESSER Funds.



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## Change Request Summary Allowable Use



Note: Allowable use categorization is displayed based on district reporting



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

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

**Scope:**

- 18 ESSER III applications
- 26 ESSER III change request



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# Thank You



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## ESSER II Change Request Overview and Table of Contents

DISTRICT PROFILES					KSDE RECOMMENDATIONS							
Plan	District Number	District Name	Total Public School Students (FTE) <sup>1</sup>	% Students Approved for Free- or Reduced-Price Lunch <sup>2</sup>	Total Direct and True Up Allocation	Previously Eligible	% Requested of Total Allocation Previously	Requested Change	Total Change Request Approved	Eligible net change for Task Force Review	% Eligible of Total Requested	Eligible Value Per Student (FTE) <sup>1</sup>
1	105	Rawlins County	341	51%	\$ 245,844	\$ 234,000	95%	\$ 245,844	\$ 245,844	\$ 11,844	100%	\$ 722
2	246	Northeast	433	71%	\$ 582,331	\$ 582,331	100%	\$ 582,331	\$ 582,331	\$ -	100%	\$ 1,345
3	250	Pittsburg	3,138	61%	\$ 3,123,210	\$ 3,089,920	99%	\$ 3,123,210	\$ 3,123,210	\$ 33,290	100%	\$ 995
4	253	Emporia	4,187	58%	\$ 2,757,581	\$ 2,757,581	100%	\$ 2,757,581	\$ 2,757,581	\$ -	100%	\$ 659
5	254	Barber County North	430	47%	\$ 346,676	\$ 346,676	100%	\$ 346,676	\$ 346,676	\$ -	100%	\$ 806
6	336	Holton	985	37%	\$ 558,548	\$ 536,391	96%	\$ 558,548	\$ 558,548	\$ 22,157	100%	\$ 567
7	436	Caney Valley	725	43%	\$ 557,599	\$ 557,599	100%	\$ 557,599	\$ 557,599	\$ -	100%	\$ 769
8	440	Halstead	778	41%	\$ 424,721	\$ 420,481	99%	\$ 424,721	\$ 424,721	\$ 4,240	100%	\$ 546
<b>Total</b>			<b>11,016</b>	<b>51%</b>	<b>\$ 8,596,510</b>	<b>\$ 8,524,979</b>	<b>99%</b>	<b>8,596,510</b>	<b>\$ 8,596,510</b>	<b>\$ 71,531</b>	<b>100%</b>	<b>\$ 780</b>

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



**Kansas CommonApp (2020)**

3976-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)



rbeRzZRD

# USD 105\_Rawlins County\_ESSER II Plan\_0521 (copy)

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Applicant details

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

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

**Select an Applicant Type** Unified School District

**Applicant / Entity Name** USD 105 Rawlins County

**Applicant / Mailing Address**

205 North 4th Street, Suite 1  
Atwood, Kansas  
67730

**Applicant / First and Last Name of Owner, CEO, or Executive Director** Eric Stoddard

**Applicant / Email Address of Owner, CEO, or Executive Director** estoddard@usd105.org

**Applicant / Phone Number** 7856263236

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)** www.usd105.org

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

## USD #105 MISSION STATEMENT

Unified School District #105 shares responsibility with students, staff and the community in providing a positive learning environment, within the financial means of the district that will allow all students to gain lifelong learning skills necessary to become productive and responsible members of an everchanging society.

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## Application details

The **Child Care Capacity Accelerator Grant Application** can be found by clicking on "Apply", and then selecting the specific "Start Application" listed under Child Care Capacity Accelerator

Full District Name Rawlins County Public Schools

District Number 105

Mailing Address | Street Address 205 North 4th St, Suite 1

Mailing | City Atwood

Mailing Address | Zip Code 67730

Authorized Representative of the District | Name Eric Stoddard

Authorized Representative of the District | Position or Title Superintendent

Authorized Representative of the District | Email Address estoddard@usd105.org

Authorized Representative of the District | Phone Number +17856263236

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

Other District Representative 1 | Email Address wdreyer@usd105.org

Other District Representative 2 | Email Address egreen@usd105.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 105 has had a difficult year related to COVID. Rawlins was the second to last county in Kansas to have a COVID case, but it hit our school district and community in September. As a result, we have seen an increased amount of students who are struggling with their mental health. The pandemic has impacted our students with evidence of lower reading scores for our students. As a result of remote learning, we have learned how the increased usage has tested the technological capabilities of our district, including our Smartboards and teacher computers. Also, as a result of the free lunches and breakfast, we have seen a reduction in the amount of students who qualified for at-risk funding as a result of fewer families filling out the lunch applications. We have also seen a reduction of our enrollment by 24 students.

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

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

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

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

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

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

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

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

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

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

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

Providing mental health services and supports.

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

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

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

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

other air cleaning, fans, control systems, and window and door repair and replacement.

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

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

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

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

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

The district proposes to use its ESSER II direct district allocation to address incremental COVID-19 needs:

1. USD 105 has added an At-Risk teacher for the 2020-21 school year in our Elementary School to address learning loss in students. We will pay the remainder of her salary for fiscal 2021 and 2022 school years.
2. USD 105 will implement a new Social-Emotional Program called Second Step to address learning the Social-Emotional needs of our students.
3. USD 105 is implementing a new ELA program to address reading learning loss of our elementary students.
4. USD 105 will address technology needs of our classrooms by updating 14 classrooms with Smartboards and by updating staff technology with 10 new computers.
5. USD 105 is implementing a summer learning program to address learning loss of our students.

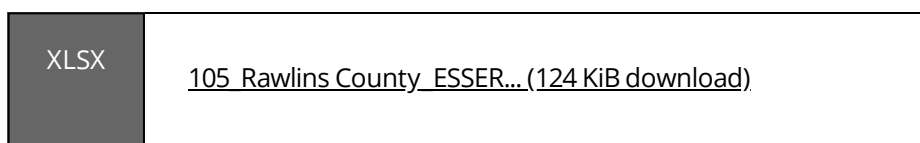
How will the district determine the impact of its ESSER II direct district allocation expenditures (and additional per-student allocation, if applicable) on students?

USD 105 will determine the impact of the ESSER II direct district allocation expenditures by using our data from our learning assessments and the social-emotional surveys taken by our students and families.

### **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

Eric Stoddard

Date

05/20/2021

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



USD	District Name	Data as of
105	Rawlins Coun	4/18/2023

Expenditure ID	Eligibility Recommendation	Funding Stream	Function Name	Object Name	ESSER Allowable Use	Please describe the expenditures within the account and how they will address a COVID-19 need	Total Expenditures (\$)	Budgeted Expenditures in SFY 2021 (\$)	Budgeted Expenditures in SFY 2022 (\$)	Budgeted Expenditures in SFY 2023 (\$)	Budgeted Expenditures in SFY 2024 (\$)	Account Number	Notes
105-1-001-20230509	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	1A. Any activity authorized by the Elementary and Secondary Education Act of 1965.	1. USD 105 has added an At-Risk teacher for the 2020-21 school year in our Elementary School to address learning loss in students. We will pay the remainder of her salary for fiscal 2021 and 2022 school years.	\$ 79,000	\$ 25,000	\$ 54,000	\$ -	\$ -	65	Approved at 6/9/2021 State Board Meeting
105-1-002-20230509	Eligible	Direct Allocation	Support Services (Students)	General Supplies and Materials (includes computer software)	10. Providing mental health services and supports	USD 105 will implement a new Social-Emotional Program called Second Step to address learning the Social-Emotional needs of our students. As a result of the pandemic, USD 105 has seen an increased number of students having mental health challenges. Our community has seen an increased number of suicides and our students are having an increased need for social-emotional support.	\$ 10,000	\$ 10,000	\$ -	\$ -	\$ -	65	Approved at 6/9/2021 State Board Meeting
105-1-003-20230509	Eligible	Direct Allocation	Instruction	Textbooks	12. Addressing learning loss among students, including vulnerable populations	USD 105 is implementing a new ELA curriculum, Reach for Reading, to address reading learning loss of our elementary students. Through our assessments at the Elementary School, USD 105 has seen an increased number of students who are not a reading level, have decreased phonics skills, fluency, and comprehension. USD 105 will use the curriculum for whole classroom instruction, along with small group intervention for students not meeting learning expectations and ELL students.	\$ 70,000	\$ 70,000	\$ -	\$ -	\$ -	65	Approved at 6/9/2021 State Board Meeting
105-1-004-20230509	Eligible	Direct Allocation	Instruction	Property	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	USD 105 will address technology needs of our classrooms by updating 14 classrooms with Smartboards and by updating staff technology with 10 new computers. Remote learning has been especially difficult for our students and teachers. The above technology purchases are to replace technology that is at least 8 years old or to provide teachers who do not have access to a SmartBoard. During remote learning we had technology that failed during critical learning opportunities and would not connect to our technology infrastructure.	\$ 50,000	\$ 50,000	\$ -	\$ -	\$ -	65	Approved at 6/9/2021 State Board Meeting . Allowable to a) reimburse the district for prior remote learning expenses b) incur new expenses related to actual current/perpetual remote learning circumstances, and/or c) to budget for potential future remote learning expenses. Please note that expenses should not be incurred to purchase property to hold in the unlikely event of potential future remote learning needs.

105-1-005-20230509	Eligible	Direct Allocation	Instruction	Property	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	USD 105 will address technology needs of our classrooms by updating 14 classrooms with Smartboards and by updating staff technology with 10 new computers. Remote learning has been especially difficult for our students and teachers. The above technology purchases are to replace technology that is at least 8 years old or to provide teachers who do not have access to a SmartBoard. During remote learning we had technology that failed during critical learning opportunities and would not connect to our technology infrastructure.	\$ 15,000	\$ 15,000	\$ -	\$ -	\$ -	65	Approved at 6/9/2021 State Board Meeting . Allowable to a) reimburse the district for prior remote learning expenses b) incur new expenses related to actual current/perpetual remote learning circumstances, and/or c) to budget for potential future remote learning expenses. Please note that expenses should not be incurred to purchase property to hold in the unlikely event of potential future remote learning needs.
105-1-006-20230509	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	USD 105 is implementing a summer learning program to address learning loss of our students.	\$ 10,000	\$ 10,000	\$ -	\$ -	\$ -	65	Approved at 6/9/2021 State Board Meeting. Per applicant, For RCES, our summer program is going to be two sessions, two weeks in length for each session. The first session is June 1st-11th and the second is July 26th-August 6th. We anticipating 40 students in our program, along with 5 staff members These funds will be used to pay the staff members for their time, along with any materials needed for the summer program.
105-1-007-20230509	Eligible	Direct Allocation	Instruction	Professional - Education Services	12. Addressing learning loss among students, including vulnerable populations	Teachers Pay Teachers School Access, curriculum resources for staff to help students with learning loss due to COVID-19.	\$ 5,410	\$ -	\$ 5,410	\$ -	\$ -	65	New Line Item
105-1-008-20230509	Eligible	Direct Allocation	Instruction	Professional - Education Services	12. Addressing learning loss among students, including vulnerable populations	Imagine Learning My Path to help with learning loss due to COVID-19	\$ 5,750	\$ -	\$ 5,750	\$ -	\$ -	65	New Line Item
105-1-009-20230509	Eligible	Direct Allocation	Instruction	Professional - Education Services	12. Addressing learning loss among students, including vulnerable populations	Illuminate Education Fastbridge to help with learning loss due to COVID-19.	\$ 684	\$ -	\$ 684	\$ -	\$ -	65	New Line Item

**Kansas CommonApp (2020)**

3939-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)



yXjrlorj

# 246\_Northeast\_ESSER II Plan\_041123

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## Applicant details

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

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

**Select an Applicant Type** Unified School District

**Applicant / Entity Name** Northeast USD 246

**Applicant / Mailing Address**

Northeast USD 246  
1001 E. South Street - P.O. Box 669  
Arma, KS 66712

**Applicant / First and Last Name of Owner, CEO, or Executive Director** Tiffany Forester

**Applicant / Email Address of Owner, CEO, or Executive Director** tforester@usd246.org

**Applicant / Phone Number** 620-347-4116

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)** 48-0724473

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## Application details

The **Child Care Capacity Accelerator Grant Application** can be found by clicking on "Apply", and then selecting the specific "Start Application" listed under Child Care Capacity Accelerator

Full District Name	Northeast USD 246
District Number	246
Mailing Address   Street Address	1001 E. South Street - P.O. Box 669
Mailing   City	Arma
Mailing Address   Zip Code	66712
Authorized Representative of the District   Name	Tiffany Forester
Authorized Representative of the District   Position or Title	Board Clerk
Authorized Representative of the District   Email Address	tforester@usd246.org
Authorized Representative of the District   Phone Number	+16203474116
Would you like to additional district representatives to the application?	No

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

The impact on our district has primarily been two-fold. Our first concern was for the physical health of our students. We knew we needed to invest in new cleaning equipment, as well as personnel, to keep the building sanitized. We also purchased PPE for our staff and students.

We knew we had to get our students recovered from missing the last nine weeks and believe our decision to have class on a daily basis helped with getting our students caught up. We had very few students do remote learning. We also purchased educational technology that would benefit our students to get them to the appropriate grade level. We also provided afterschool sessions for students that were struggling. We already provide Chromebooks for each of our students.

We currently have a school therapist that we get through Community Health and she is on campus a couple of days a week and helps us with the mental well-being of our students.

We did have one week where we needed to shut the high school down because of the high number of quarantined students we had, but other than that we feel we have had a pretty good year in these unpredictable times. We plan to add a nurse next year to help our students with not only the pandemic but with common health issues they have. We are continuing to look for better ways to sanitize our facilities and to try to provide the best meal service we can for our students.

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

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

ESSER I SPED funding is spent in full. The plan is to spend the remaining ESSER I funds this fiscal year on learning loss programs, certified salaries (substitutes and after school tutoring), cleaning/sanitizing equipment and classified staff who are going to continue additional sanitizing measures through the end of the school year

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

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

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

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

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

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

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

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

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

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

Providing mental health services and supports.

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

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

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

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

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

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

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

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

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

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

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

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

We have a concern for the physical well-being of our students. We have no school nurse in our district and would like to employ a school nurse with the funds.

We will use funds to continue to purchase PPE for our staff and students as well as better equipment to keep our buildings sanitized.

Our fourth-grade class has grown this year due to students transferring in. We will be adding a section next year which means we will be adding a 5th grade teacher to keep the class sizes small.

We also plan to add a para for the students in Junior High School that receive Title Services.

We will have summer school for the first time at our high school. We will employ teachers for this session concentrating on credit recovery and the students that have fallen behind.

We have purchased additional technology for our students and staff to use to address the academic loss we had in our primary grades especially. We have purchased the multi-year packages for the technology. We have supported both tutoring and after-school programs to address academic loss and wish to continue these.

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

ESSER II funds will positively impact the district by allowing us to continue the fight against this pandemic without using our district funding.

We would not be able to afford many if not all of the expenses if we had to use the general fund and other district funds. Our school will be cleaner and better sanitized which will account for the overall better health of our students.

The district was not able to afford the added staff we plan to hire, especially the school nurse. Students will be positively impacted by the purchase of the learning technologies and resources so they can academically catch up.

We have not been able to provide summer school in the past and now we can for our students that need additional help. It will also help us pay for substitutes if our teachers have to get tested, get the virus, or are quarantined.

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

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

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

XLSX

[246 Northeast ESSERII Cha... \(154 KiB download\)](#)

# Local Education Agency (LEA) Assurances

## Section I. General Grant Assurances for Federal Funds

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

34 CFR §76.702 Fiscal control and fund accounting procedures.

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

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

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

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

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

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

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

34 CFR §76.722 Subgrantee reporting requirements.

A State may require a subgrantee to submit reports in a manner and format that assists the State in complying with the

requirements under 34 CFR 76.720 and in carrying out other responsibilities under the program.

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

[72 FR 3703, Jan. 25, 2007]

34 CFR §76.730 Records related to grant funds.

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

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

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

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

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

34 CFR §76.731 Records related to compliance.

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

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

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

2 CFR Subpart D – Post Federal Award Requirements

§200.302 Financial management.

§200.303 Internal controls.

§200.305 Payment.

§200.313 Equipment.

§200.314 Supplies.

§200.318 General procurement standards.

§200.320 Methods of procurement to be followed;

2 CFR 200 Subpart E: Cost Principles:

§200.403 Factors affecting allowability of costs.

§200.404 Reasonable costs.

§200.405 Allocable costs.

§200.413 Direct costs.

§200.415 Required certifications.

§200.430 Compensation—personal services.

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

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

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

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

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

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

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

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



for, and respond to coronavirus.

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

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

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

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

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

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

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

Providing mental health services and supports.

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

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

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

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

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

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

## Certification

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

Electronic Signature

Tiany Forester

Date

04/27/2021

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

USD	District Name	Data as of
246	Northeast	4/18/2023

Expenditure ID	Eligibility Recommendation	Funding Stream	Function Name	Object Name	ESSER Allowable Use	Please describe the expenditures within the account and how they will address a COVID-19 need	Total Expenditures (\$)	Budgeted Expenditures in SFY 2021 (\$)	Budgeted Expenditures in SFY 2022 (\$)	Budgeted Expenditures in SFY 2023 (\$)	Budgeted Expenditures in SFY 2024 (\$)	Account Number	Notes
246-1-001-20230509	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	1A. Any activity authorized by the Elementary and Secondary Education Act of 1965.	Added staff for our upcoming 5th grade to lower the number of students per class.	\$ 80,350	\$ -	\$ 32,000	\$ 48,350	\$ -	80350	Per applicant, expenditure amounts changed. Approved at 6/9/2021 State Board Meeting.
246-1-002-20230509	Eligible	Direct Allocation	Support Services - Instruction	Regular Non-Certified Salaries	1A. Any activity authorized by the Elementary and Secondary Education Act of 1965.	Added Junior High and elementary Instructional coaches to support those students who have been affected by the original school closure and helping make up the learning loss gap.	\$ 134,890	\$ -	\$ 66,695	\$ 68,195	\$ -	80500	Per applicant, request amended from one para to two instructional coaches. Approved at 6/9/2021 State Board Meeting.
246-1-003-20230509	Eligible	Direct Allocation	Instruction	Purchased Professional & Technical Services	3. Providing principals and other school leaders with resources to address individual school needs	Greenbush Administrative Services for 2021-2022. Offers leadership support and professional learning services.	\$ 1,350	\$ -	\$ 1,350	\$ -	\$ -	80300	Approved at 6/9/2021 State Board Meeting.
246-1-004-20230509	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	Purchasing PPE, masks, thermometers, and gloves	\$ 20,339	\$ -	\$ 12,339	\$ 8,000	\$ -	80150	Approved at 6/9/2021 State Board Meeting.
246-1-005-20230509	Eligible	Direct Allocation	Operation & Maintenance of Plant	Equipment	7. Purchasing supplies to sanitize and clean LEA and school facilities	Purchasing of specially cleaning equipment that is necessary to mitigate the virus within the school buildings.	\$ 81,260	\$ -	\$ 42,000	\$ 39,260	\$ -	80200	Change Request- Was approved for \$65,000 in SFY 2022 and \$65,000 in SFY 2023
246-1-006-20230509	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	Purchasing of wipes, disinfectant, spray, and other cleaning supplies as needed to mitigate the virus in the buildings.	\$ 37,613	\$ -	\$ 21,306	\$ 16,306	\$ -	80150	Change Request-Was approved for \$40,306.42 in SFY 2022 and \$40,306.42 in SFY 2022

246-1-007-20230509	Eligible	Direct Allocation	Instruction	Purchased Professional & Technical Services	8. Planning for and coordinating during long-term closures, including on how to provide meals, technology for online learning, guidance for carrying out IDEA requirements, and providing educational services consistent with applicable requirements	Student Enrichment Services for 2021-2022 which includes programs from The Science Center that are an interactive learning experience provided to the students either virtually or through on-site programs.	\$ 5,750	\$ -	\$ 5,750	\$ -	\$ -	80300	Approved at 6/9/2021 State Board Meeting.
246-1-008-20230509	Eligible	Direct Allocation	Instruction	Supplies-Technology Related	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Microphones for Teachers for when the students are more spreadout throughout the class they can easily hear the teacher, or for when the teacher has to Remote Teach so that the students on the other end can hear the teacher loud and clear.	\$ 2,000	\$ -	\$ 2,000	\$ -	\$ -	80050	Approved at 6/9/2021 State Board Meeting.
246-1-009-20230509	Eligible	Direct Allocation	Instruction	Purchased Professional & Technical Services	10. Providing mental health services and supports	Purchase of Second Step which is an online mental health program to assist students with their social emotional learning.	\$ 5,083	\$ -	\$ 5,083	\$ -	\$ -	80300	Approved at 6/9/2021 State Board Meeting.
246-1-010-20230509	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	11B. Planning and implementing supplemental after-school programs	Extended Learning and After School Tutoring opportunities will be provided to all students to make up any learning loss that they may incur.	\$ 15,000	\$ -	\$ 7,500	\$ 7,500	\$ -	80350	Approved at 6/9/2021 State Board Meeting.
246-1-011-20230509	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	12. Addressing learning loss among students, including vulnerable populations	Purchase of ExploreLearning Reflex to assist students with Learning Loss.	\$ 7,562	\$ -	\$ 7,562	\$ -	\$ -	80250	Approved at 6/9/2021 State Board Meeting.
246-1-012-20230509	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	12. Addressing learning loss among students, including vulnerable populations	Purchase of ESGI which is an assessment tracker to determine learning loss among the students.	\$ 639	\$ -	\$ 639	\$ -	\$ -	80250	Approved at 6/9/2021 State Board Meeting.
246-1-013-20230509	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	12. Addressing learning loss among students, including vulnerable populations	Purchase of Generation Genius a program that provides online Science videos, lessons, and activities to help provide additional material to those students affected by learning loss.	\$ 995	\$ -	\$ 995	\$ -	\$ -	80250	Approved at 6/9/2021 State Board Meeting.

246-1-014-20230509	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	Hiring a school nurse for the district will better allow the district to determine the needs/sickness of a child and take the appropriate steps in sending a child home or back to class.	\$ 45,000	\$ -	\$ 45,000	\$ -	\$ -	80450	Approved at 6/9/2021 State Board Meeting.
246-1-015-20230509	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Substitutes will be paid when teachers are out due to quarantine guidelines.	\$ 17,500	\$ -	\$ 10,000	\$ 7,500	\$ -	80350	Per applicant, expenditure amounts changed. Approved at 6/9/2021 State Board Meeting.
246-1-016-20230509	Eligible	Direct Allocation	Operation & Maintenance of Plant	Equipment	14. Inspection, testing, maintenance, repair, replacement and upgrade projects to improve the indoor air quality in school facilities	Replace/Upgrade HVAC Systems as needed during the next two years	\$ 28,415	\$ -	\$ 18,000	\$ 10,415	\$ -	80200	Per applicant, amount amended. Approved at 6/9/2021 State Board Meeting.
246-1-017-20230509	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Summer school will be offered at the high school for the first time to help those students who have fallen behind.	\$ 5,000	\$ -	\$ 2,500	\$ 2,500	\$ -	80350	Approved at 6/9/2021 State Board Meeting.
246-1-018-20230509	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Change Request - Premium Pay	\$ 23,000	\$ -	\$ 23,000	\$ -	\$ -	80350	New Line Item. Per applicant, Premium pay for retention of staff who returned for the 21-22 school year in the sum of \$500 per staff member to be paid in August. Per applicant, the payout for Rows 32-34 was August 18 and yes, it was planned.
246-1-019-20230509	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	Change Request - Premium Pay	\$ 10,500	\$ -	\$ 10,500	\$ -	\$ -	80500	New Line Item. See Row 246-1-018-20210914
246-1-020-20230509	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 - Premium Pay	\$ 3,500	\$ -	\$ 3,500	\$ -	\$ -	80400	New Line Item. See Row 246-1-018-20210914.
246-1-021-20230509	Eligible	Direct Allocation	Architecture and Engineering	Engineering Services	14. Inspection, testing, maintenance, repair, replacement and upgrade projects to improve the indoor air quality in school facilities	PEC completed a facilities assessment that included an air quality and environmental report.	\$ 8,000	\$ -	\$ 8,000	\$ -	\$ -	80550	Per applicant, The original ESSER II application had been approved where I had included \$8,000 for PEC to come in and do a facilities assessment that included an air quality and environmental report. I had originally included that amount under Line 30, however, after looking closer it appears that I should have included it under a different Function and Object Code. Therefore, I have made that change and moved the \$8,000 for this item from Line 30 to Line 35.

246-1-022-20230509	Eligible	Direct Allocation	Instruction	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	Weight Room Equipment that will allow the students ample social distancing opportunities while participating in weights curriculum courses.	\$ 48,585	\$ -	\$ -	\$ 48,585	\$ -	80210	New Line Item: As per district, the most expensive unit being purchased is \$4,250.
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**Kansas CommonApp (2020)**

3954-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)



djKnBNJQ

# 250\_Pittsburg\_ESSER II Plan\_0811 (copy)

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Applicant details

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

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

**Select an Applicant Type** Unified School District

**Applicant / Entity Name** 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.)

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Application details

The **Child Care Capacity Accelerator Grant Application** can be found by clicking on "Apply", and then selecting the specific "Start

# Application" listed under Child Care Capacity Accelerator

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 ESSER 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 ESSER 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.

XLSX

[250.xlsx \(126 KiB download\)](#)

# Local Education Agency (LEA) Assurances

## Section I. General Grant Assurances for Federal Funds

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

34 CFR §76.702 Fiscal control and fund accounting procedures.

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

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

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

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

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

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

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

34 CFR §76.722 Subgrantee reporting requirements.

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

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

[72 FR 3703, Jan. 25, 2007]

34 CFR §76.730 Records related to grant funds.

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

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

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

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

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

34 CFR §76.731 Records related to compliance.

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

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

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

2 CFR Subpart D – Post Federal Award Requirements

§200.302 Financial management.

§200.303 Internal controls.

§200.305 Payment.

§200.313 Equipment.

§200.314 Supplies.

§200.318 General procurement standards.

§200.320 Methods of procurement to be followed;

2 CFR 200 Subpart E: Cost Principles:

§200.403 Factors affecting allowability of costs.

§200.404 Reasonable costs.

§200.405 Allocable costs.

§200.413 Direct costs.

§200.415 Required certifications.

§200.430 Compensation—personal services.

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

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

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

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

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

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

Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.)

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

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

Providing principals and 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



USD	District Name	Data as of
250	Pittsburg	4/18/2023

Expenditure ID	Eligibility Review Recommendation	Funding Stream	Function Name	Object Name	ESSER Allowable Use	Please describe the expenditures within the account and how they will address a COVID-19 need	Total Expenditures (\$)	Budgeted Expenditures in SFY 2021 (\$)	Budgeted Expenditures in SFY 2022 (\$)	Budgeted Expenditures in SFY 2023 (\$)	Budgeted Expenditures in SFY 2024 (\$)	Account Number	Notes
250-1-001-20230509	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 9/13/2022 State Board Meeting
250-1-002-20230509	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	Approved at 9/13/2022 State Board Meeting
250-1-003-20230509	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 9/13/2022 State Board Meeting
250-1-004-20230509	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	Approved at 9/13/2022 State Board Meeting

250-1-005-20230509	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 9/13/2022 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. Targest specific areas for teacher/leader growth and skill development and provide access to services aligned with KSDE initiatives and best practices that need to be met due to learning loss."
250-1-006-20230509	Eligible	Direct Allocation	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	"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	Approved at 9/13/2022 State Board Meeting 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."
250-1-007-20230509	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 9/13/2022 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."
250-1-008-20230509	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	Approved at 9/13/2022 State Board Meeting. 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 abscesses 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."



250-1-009-20230509	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 9/13/2022 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."
250-1-010-20230509	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 amongh school and district leaders.	\$ 5,150	\$ 1,100	\$ 1,350	\$ 1,350	\$ 1,350	75060	Approved at 9/13/2022 State Board Meeting
250-1-011-20230509	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	Approved at 9/13/2022 State Board Meeting, 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."
250-1-012-20230509	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 9/13/2022 State Board Meeting.
250-1-013-20230509	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.	\$ 102,092	\$ 25,296	\$ 25,296	\$ 25,500	\$ 26,000	75060	Approved at 9/13/2022 State Board Meeting
250-1-014-20230509	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	Approved at 9/13/2022 State Board Meeting
250-1-015-20230509	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	Approved at 9/13/2022 State Board Meeting. 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.

250-1-016-20230509	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	Approved at 9/13/2022 State Board Meeting. This included filters, masks disinfectant/sanitizer, and plexiglass shields
250-1-017-20230509	Eligible	Direct Allocation	Instruction	Supplies & Materials	11A. Planning and implementing summer learning or enrichment programs	Supplies for Summer Summer. This includes instructional supplies, manipulates, and STEM Resources to help with learning loss due to COVID-19.	\$ 33,289	\$ -	\$ 33,289	\$ -	\$ -	75075	New Line Item.

**Kansas CommonApp (2020)**

4019-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)



qWjLBjzv

# 253\_Emporia\_ESSER II Plan Amended\_1027 (copy)

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Applicant details

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

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

**Select an Applicant Type** Unified School District

**Applicant / Entity Name** Emporia USD #253

**Applicant / Mailing Address**

1700 W 7th Ave  
Emporia, KS 66801

**Applicant / First and Last Name of Owner, CEO, or Executive Director** Danielle Rollman

**Applicant / Email Address of Owner, CEO, or Executive Director** danielle.rollman@usd253.net

**Applicant / Phone Number** 6203412224

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

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

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Application details

The **Child Care Capacity Accelerator Grant Application** can be found by clicking on "Apply", and then selecting the specific "Start Application" listed under Child Care Capacity Accelerator

Full District Name	Emporia Public Schools
District Number	253
Mailing Address   Street Address	1700 W 7th Ave PO Box 1008
Mailing   City	Emporia
Mailing Address   Zip Code	66801
Authorized Representative of the District   Name	Allison Anderson-Harder
Authorized Representative of the District   Position or Title	Superintendent
Authorized Representative of the District   Email Address	Allison.Harder@usd253.net
Authorized Representative of the District   Phone Number	+16203412201
Would you like to additional district representatives to the application?	Yes
Other District Representative 1   Email Address	Rob.Scheib@usd253.net
Other District Representative 2   Email Address	Danielle.Rollman@usd253.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 2020-2021 school year, families were provided the choice to have their child attend remotely or in person. A percentage of students at the secondary level attended a hybrid model so were not in person each day in order to implement mitigation strategies. The district reviewed the learning structure monthly to determine any necessary changes due to the COVID-19 local spread. This ever-changing mode of learning resulted in reduced attendance, increased chronic absenteeism, and decreased engagement. There was a loss in kindergarten readiness data as indicated by the ASQ. Fine motor, problem solving, communication, and social-emotional all indicated a decrease. There was an increase of course failures at the secondary level. One example is 42% of freshman students failed a course in trimester 2. NWEA MAP data indicated a learning loss particularly in the area of math at almost all grade levels for the all student category. Subgroups indicated more of a learning loss in the area of reading. Although all grade levels indicated growth, students did not make the growth on NWEA MAPS that they have in previous 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

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

The remaining ESSER I district funds will be used to offset food expenses for the required free meal program due to declining student feeding counts for reimbursement. We will also be reimbursing the district's general fund for classroom materials that were bought by the school for remote online learning and social distancing setup. Any remaining funds will be spent to purchase additional cafeteria tables for assigned seating to maintain social distancing in preparation for all students to be back full time on-site in the fall semester.

At this time we are unsure how the remaining ESSER I SPED funds will be used.

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

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

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

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

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

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

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

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

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

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

Providing mental health services and supports.

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

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

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

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

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

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

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

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

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

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

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

Retention premium pay of \$1000 per active employee paid in 2 installments of \$500 after second and third trimesters. (fill positions needed the most to address students' needs, increase retention rates, more focus is put on trained employees rather than having to initiate training for new staff as a result of frequent turnover)

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

- Increased in-person attendance for students and staff
- Pre- and post-academic skill data
- Decreased positive cases and trend data
- Decreased quarantines
- Increased retention rates of certified and classified staff

### **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

Danielle Rollman

Date

10/27/2021

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

USD	District Name	Data as of
253	Emporia	4/28/2023

Expenditure ID	Eligibility Recommendation	Funding Stream	Function Name	Object Name	ESSER Allowable Use	Please describe the expenditures within the account and how they will address a COVID-19 need	Total Expenditures (\$)	Budgeted Expenditures in SFY 2021 (\$)	Budgeted Expenditures in SFY 2022 (\$)	Budgeted Expenditures in SFY 2023 (\$)	Budgeted Expenditures in SFY 2024 (\$)	Account Number	Notes
253-1-001-20230509	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	11A. Planning and implementing summer learning or enrichment programs	Supplies for summer school to address the learning loss of students and prevent the "summer slide"	\$ 2,257	\$ -	\$ 2,257	\$ -	\$ -	076 E 1000 00 0000 755 00 610	Change Request-Was approved for \$3,000 in SFY 2022
253-1-002-20230509	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Teachers hourly wage to teach summer school to address learning loss of students and prevent the "summer slide"	\$ 68,680	\$ -	\$ 68,680	\$ -	\$ -	076 E 1000 01 0000 755 00 110	Change Request- Was approved for \$70,500 in SFY 2022
253-1-003-20230509	Eligible	Direct Allocation	Instruction	Regular Non-Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Teacher Aides hourly wage to teach summer school to address learning loss of students and prevent the "summer slide"	\$ 16,068	\$ -	\$ 16,068	\$ -	\$ -	076 E 1000 01 0000 755 00 120	Change Request-Was approved for \$22,500 in SFY 2022
253-1-004-20230509	Eligible	Direct Allocation	Instruction	Social Security Contributions	11A. Planning and implementing summer learning or enrichment programs	The required benefits (Social Security) that goes with the teacher and teacher aide wages above	\$ 6,558	\$ -	\$ 6,558	\$ -	\$ -	076 E 1000 01 0000 755 00 220	Change Request-Was approved for \$7,100 in SFY 2022
253-1-005-20230509	Eligible	Direct Allocation	Support Services (Students)	Regular Certified Salaries	10. Providing mental health services and supports	Provide social-emotional supprt to students that have behavioral intervention plans in place to help with the transition to full-time onsite stress and anxiety for the upcoming fall semester	\$ 13,814	\$ -	\$ 13,814	\$ -	\$ -	076 E 2100 01 00071 000 00 110	Change Request- Was approved for \$65,500 in SFY 2022
253-1-006-20230509	Eligible	Direct Allocation	Support Services (Students)	Social Security Contributions	10. Providing mental health services and supports	The required benefits (Social Security) that goes with the guidance counselor wages above	\$ 1,053	\$ -	\$ 1,053	\$ -	\$ -	076 E 2100 01 00071 000 00 220	Change Request-Was approved for \$5,050 in SFY 2022
253-1-007-20230509	Eligible	Direct Allocation	Instruction	Additional compensation paid to teachers	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Additional pay negotiated through the bargaining group for licensed personnel and made available to all staff through action taken by the board of education. Each current employee will receive \$600 on their September payroll check to avoid layoffs or shortages exacerbated by the pandemic	\$ 658,089	\$ -	\$ 658,089	\$ -	\$ -	076 E 1000 01 0000 000 00 151	Change Request-Was approved for \$225,000 in SFY 2022. This is for 3 retention pays one was Sept 2021, March 2022, and June 2022.
253-1-008-20230509	Eligible	Direct Allocation	Instruction	Additional compensation paid to instructional aides and assistants	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Additional pay negotiated through the bargaining group for licensed personnel and made available to all staff through action taken by the board of education. Each current employee will receive \$600 on their September payroll check to avoid layoffs or shortages exacerbated by the pandemic	\$ 710,837	\$ -	\$ 710,837	\$ -	\$ -	076 E 1000 01 0000 000 00 152	Change Request- Was approved for \$250,000 in SFY 2022. This is for 3 retention pays one was Sept 2021, March 2022, and June 2022.
253-1-009-20230509	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	New: Additional pay is needed to cover supervision of students and other duties necessary for preventative measure and mitigation strategies such as social distancing, testing, and safety protocols each school day	\$ 90,184	\$ -	\$ 90,184	\$ -	\$ -	076 E 1000 01 0000 000 00 110	Change Request- Was approved for \$125,000 in SFY 2022.

253-1-010-20230509	Eligible	Direct Allocation	Instruction	Regular Non-Certified Salaries	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	New: Additional pay is needed to cover supervision of students and other duties necessary for preventative measure and mitigation strategies such as social distancing, testing, and safety protocols each school day	\$ 1,566	\$ -	\$ 1,566	\$ -	\$ -	076 E 1000 01 0000 000 120	Change Request- Was approved for \$175,000 in SFY 2022
253-1-011-20230509	Eligible	Direct Allocation	Instruction	Social Security Contributions	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Social Security for Extra Duty Pay and Rentention Pay	\$ 103,318	\$ -	\$ 103,318	\$ -	\$ -	76 E 1000 01 0000 000 220	Change Request- Was approved \$59,375 in SFY 2022
253-1-012-20230509	Eligible	Direct Allocation	Support Services (Students)	Purchased Professional & Technical Services	11B. Planning and implementing supplemental after-school programs	Updated: This afterschool program for K-5 grade students at each elementary school seeks to address the emotional needs, physical needs, and education needs of students through the ArtXtra, homework help and RecXtra components. Students will rotate through these three social emotional modules each day after school to help them recover emotionally from teh trauma that stems from the pandemic to help students catch up, keep up and emerge from this crisis strong, resilient and hopeful.	\$ 311,534	\$ -	\$ 311,534	\$ -	\$ -	076 E 2100 00 0000 000 300	Change Request- Was approved for \$480,556 in SFY 2022
253-1-013-20230509	Eligible	Direct Allocation	Support Services (Students)	Supplies & Materials	11B. Planning and implementing supplemental after-school programs	This is for supplies for the afterschool program for K-5 grade students at each elementary school seeks to address the emotional needs, physical needs, and education needs of students through the ArtXtra, homework help and RecXtra components. Students will rotate through these three social emotional modules each day after school to help them recover emotionally from teh trauma that stems from the pandemic to help students catch up, keep up and emerge from this crisis strong, resilient and hopeful.	\$ 17,375	\$ -	\$ 17,375	\$ -	\$ -	076 E 2100 00 0000 000 600	New Line Item
253-1-014-20230509	Eligible	Direct Allocation	Instruction	Technology-Related Hardware	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Camera's for quarantine classrooms for teachers who did remote/hybrid learning for students who were at home.	\$ 3,697	\$ 3,697	\$ -	\$ -	\$ -	076 E 1000 00 0000 000 734	New Line Item
253-1-015-20230509	Eligible	Direct Allocation	Food Services Operations	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	This is for extra hours for 3 employees to prepare Home Economic Survey results for free & reduced lunch counts for low-income numbers since lunches were free for students this year due to many students qualifying for free and reduced lunch due to the pandemic of parents losing jobs.	\$ 2,121	\$ 2,121	\$ -	\$ -	\$ -	076 E 3100 01 0000 000 120	New Line Item
253-1-016-20230509	Eligible	Direct Allocation	Food Services Operations	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	Social Security that goes along with salary for preparing Home Economic Survey results for free & reduced lunch counts for low income numbers since lunches were free for students this year	\$ 162	\$ 162	\$ -	\$ -	\$ -	076 E 3100 01 0000 000 220	New Line Item
253-1-017-20230509	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	Updating the website to recruit and retain students and staff members by providing an appealing first look at our district through the online platform. Allowing all staff members to comuniate with students and parents more efficiently and effectively. As well as communication between school buildings, for any potential lingering closures or midigation stratigies due a pandemic.	\$ 44,534	\$ 13,890	\$ 13,104	\$ 17,540	\$ -	076 E 2300 00 0000 000 300	New Line Item

253-1-018-20230509	Eligible	Direct Allocation	Instruction	Additional compensation paid to instructional aides and assistants	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Retention Pay is to be paid out June 15th, 2023. The pay out amount will be \$550. This line includes benefits as well. This will be for 1,000 staff members	\$ 522,000	\$ -	\$ -	\$ 522,000	\$ -	076 E 1000 01 0000 000 00 152	New Line Item
253-1-019-20230509	Eligible	Direct Allocation	Support Services (Students)	Purchased Professional & Technical Services	11B. Planning and implementing supplemental after-school programs	Continuation of afterschool program for K-5 grade students at each elementary school seeks to address the emotional needs, physical needs, and education needs of students through the ArtXtra, homework help and RecXtra components. Students will rotate through these three social emotional modules each day after school to help them recover emotionally from the trauma that stems from the pandemic to help students catch up, keep up and emerge from this crisis strong, resilient and hopeful.(Paid for from ESSER II) After School Program: After school programs that focus on the improvement of academics, and multicomponent programs, which offer a range of activities, have the largest number of effective options, similar to those in the 21st Century Community Learning Centers program. Emporia Public Schools have experienced learning loss reflected in state and local assessments and is building a relationship with the branded program Boys and Girls Clubs. We would like to offer multicomponent after school services in Emporia under the ESSER III program. Evidence to support quality after school programs can be found here and is an example of a Tier 4 requirement: <a href="https://www.afterschoolalliance.org/AfterschoolSnack/Evidence-of-effectiveness-Afterschool-programs-meeting-ESSA-s_03-15-2019.cfm">https://www.afterschoolalliance.org/AfterschoolSnack/Evidence-of-effectiveness-Afterschool-programs-meeting-ESSA-s_03-15-2019.cfm</a> . As a summary of the research, effective afterschool programs include a mix of domains, including mathematics achievement, reading/ELA achievement, science achievement, physical activity/health, and social emotional competencies. Researchers found few instances of statistically significant negative outcomes for students, and found effective programs at all grade levels and program type. These funds will be utilized to contract with the Boys and Girls Club to provide additional academic and social emotional support to students during the afterschool program	\$ 183,731	\$ -	\$ -	\$ 183,731	\$ -	076 E 2100 00 0000 000 00 300	New Line Item
253-1-020-20230509	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	In order to streamline our process, we have been researching different platforms that could help increase the effectiveness of our hiring and onboarding experiences. The specific product we are examining is Frontline Central. It would interface very well with our existing recruiting and hiring platform that Frontline also provides to us. Having this platform would help to create a more seamless experience for our principals and leaders, and for our new and existing employees. Leadership would benefit from putting in requests for open positions. Our business office staff would be able to send more of our forms to candidates and new hires in an electronic format. This new system would help to reduce the risk of the spread of COVID with less face to face contact. The new system would also allow us to move to an electronic system for our teacher contracts and work agreements for classified staff. With a lack of staff, and new staff who have not had the appropriate professional development with our current systems, our office has struggled in getting contracts out in a timely manner. This has caused much stress on them and our employees. We have seen a considerable amount of turnover through these past few years, which has made it more difficult for our business and human resource departments to track all of the information attached to individual employees. Ultimately, this system would provide principals and other district leaders another resource as they try to hire staff by allowing a more seamless, effective, and safe hiring and onboarding process.	\$ 27,996	\$ -	\$ -	\$ 9,090	\$ 18,906	076 E 2300 00 0000 000 00 300	New Line Item

**Kansas CommonApp (2020)**

4007-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)



dbobapkm

# 254\_BarberCountyNorth\_ESSEF II\_Change (copy)

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Applicant details

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

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

**Select an Applicant Type** Unified School District

**Applicant / Entity Name** 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](mailto: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

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## Application details

The **Child Care Capacity Accelerator Grant Application** can be found by clicking on "Apply", and then selecting the specific "Start Application" listed under Child Care Capacity Accelerator

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 add 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 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

Ryan Cunningham

Date

07/14/2022

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

USD	District Name	Data as of
254	Barber County	4/24/2023

Expenditure ID	Eligibility Recommendation	Funding Stream	Function Name	Object Name	ESSER Allowable Use	Please describe the expenditures within the account and how they will address a COVID-19 need	Total Expenditures (\$)	Budgeted Expenditures in SFY 2021 (\$)	Budgeted Expenditures in SFY 2022 (\$)	Budgeted Expenditures in SFY 2023 (\$)	Budgeted Expenditures in SFY 2024 (\$)	Account Number	Notes
254-1-001-20230509	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: (Cost was lower than expected) 3 touchless water fountains at the grade school	\$ 3,822	\$ -	\$ 3,822	\$ -	\$ -	17-2600-430-101-179	Change Request: Previously approved for \$12,600 SFY 2022. This is a capital improvement and requires the necessary paperwork.
254-1-002-20230509	Eligible	Direct Allocation	Instruction	Personal Services - Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Change Request: Retention Bonus for all staff members to keep them in our district including SCKSEC.	\$ 112,000	\$ -	\$ 112,000	\$ -	\$ -	17-1000-100-000-179	Change Request: Previously approved for \$86,000 SFY 2022. 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.
254-1-003-20230509	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 2 HVAC systems for the grade school classrooms.	\$ 36,222	\$ -	\$ 3,822	\$ 32,400	\$ -	17-2600-430-103-179	Change Request: Previously approved for \$74,667 SFY 2022. 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.
254-1-004-20230509	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	12. Addressing learning loss among students, including vulnerable populations	Change Request: iReady Curriculum for 2nd-4th grade to help ensure that core curriculum is evidence-based and that core instruction is meeting student needs in a pocket of struggling students.	\$ 6,617	\$ -	\$ 6,617	\$ -	\$ -	17-1000-610-101-179	New Line Item
254-1-005-20230509	Eligible	Direct Allocation	Support Services - Instruction	Purchased Professional & Technical Services	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.	\$ 1,121	\$ -	\$ -	\$ 1,121	\$ -	17-1000-610-103-179	Change Request: previously approved for \$2,500 SFY 2022. Per narrative: to address learning loss

254-1-006-20230509	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	12. Addressing learning loss among students, including vulnerable populations	Change Request: FastBridge Screener for both buildings 23-24 school year.	\$ 2,000	\$ -	\$ 2,000	\$ -	\$ -	17-1000-610-103-179	Change Request: Per narrative: to address learning loss
254-1-007-20230509	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.	\$ 37,848	\$ -	\$ 18,848	\$ 19,000	\$ -	17-1000-121-101-179	Change Request: previously approved for \$40,000 SFY 2022
254-1-008-20230509	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.	\$ 36,206	\$ 512	\$ 17,694	\$ 18,000	\$ -	17-1000-121-103-179	Change Request: previously approved for \$40,000 SFY 2022
254-1-009-20230509	Eligible	Direct Allocation	Operation & Maintenance of Plant	Supplies & Materials	7. Purchasing supplies to sanitize and clean LEA and school facilities	CHANGE REQUEST - Cleaning supplies for Covid	\$ 572	\$ -	\$ 572	\$ -	\$ -	17-2600-600-100-179	Change Request: extra cleaning custodians to help with sanitation in the buildings
254-1-010-20230509	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.	\$ 29,678	\$ 1,210	\$ 19,153	\$ 9,315	\$ -	17-1000-111-103-179	Change Request: Per email with district 09/15/2021, Summer camps were put on by 15 teachers at \$30/hr. There were 141 students who participated
254-1-011-20230509	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.	\$ 35,740	\$ -	\$ 740	\$ 35,000	\$ -	17-1000-111-101-179	New Line Item
254-1-012-20230509	Eligible	Direct Allocation	Support Services - Instruction	Other Purchased Services	12. Addressing learning loss among students, including vulnerable populations	New Line Item: iReady curriculum training for the implementation of core and intervention resources to improve instruction in grades 2-4 where data indicates a pocket of students struggling.	\$ 5,000	\$ -	\$ 5,000	\$ -	\$ -	17-2200-580	New Line Item
254-1-013-20230509	Eligible	Direct Allocation	Health Services	General Supplies and Materials (includes computer software)	7. Purchasing supplies to sanitize and clean LEA and school facilities	New Line Item: Health supplies for the nurses to prevent the spread of Covid	\$ 231	\$ -	\$ 231	\$ -	\$ -	17-2130-610	New Line Item
254-1-014-20230509	Eligible	Direct Allocation	Health Services	General Supplies and Materials (includes computer software)	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	New Line Item: SNAP program to track health/medical information for students	\$ 3,210	\$ -	\$ 3,210	\$ -	\$ -	17-2130-610	New Line Item

254-1-015-20230509	Eligible	Direct Allocation	Instruction	Employee Benefits	12. Addressing learning loss among students, including vulnerable populations	New Line Item: Insurance, Social Security, and Unemployment benefits for certified and classified staff paid with ESSER funds.	\$ 36,408	\$ 133	\$ 18,719	\$ 17,556	\$ -	17-1000-200	New Line Item
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**Kansas CommonApp (2020)**

4009-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)



Egzzrjno

# 336\_Holton\_ESSER II Plan\_0325 (copy)

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Applicant details

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

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

**Select an Applicant Type** Unified School District

**Applicant / Entity Name** Holton USD #336

**Applicant / Mailing Address**

515 Pennsylvania Ave.  
Holton, KS 66436

**Applicant / First and Last Name of Owner, CEO, or Executive Director** Robert Davies

**Applicant / Email Address of Owner, CEO, or Executive Director** b.davies@holtonks.net

**Applicant / Phone Number** 7853643650

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 / Board Member List (if applicable)**

PDF	<a href="#">Board member list 2020-20... (81 KiB download)</a>
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## Application details

The **Child Care Capacity Accelerator Grant Application** can be found by clicking on "Apply", and then selecting the specific "Start Application" listed under Child Care Capacity Accelerator

Full District Name Holton School District

District Number 336

Mailing Address | Street Address 515 Pennsylvania Ave.

Mailing | City Holton

Mailing Address | Zip Code 66436

Authorized Representative of the District | Name Robert L. Davies

Authorized Representative of the District | Position or Title Superintendent

Authorized Representative of the District | Email Address b.davies@holtonks.net

Authorized Representative of the District | Phone Number +17853643650

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

Other District Representative 1 | Email Address d.folk@holtonks.net

Other District Representative 2 | Email Address t.hanson@holtonks.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.

When the pandemic struck in March of 2020, our staff, families, and students were thrust into so much turmoil and uncertainty it is amazing we accomplished anything. We learned a lot about what we could expect from different ages and types of students. We were fortunate to remain in-person for most of the 2020-2021 school year, as long as we could keep staff healthy. We initially saw a lot of social emotional issues in the beginning of the school year and this will take some time to fully comprehend the damage created by the isolation that was caused from March until September. Districtwide we are showing loss in reading and have a few plans to help student make gains. The elementary needs some help with resources for Tier 2 and Tier 3 reading interventions. The MS and HS need someone to "push in" and sparingly "pull out" (much like Title services in our elementary school) to help deliver on demand tier 2 and tier 3 reading interventions. This person will also transition to help

ELA teachers develop skills necessary to take over to help all students make the necessary gains to be able to keep up with peers. We have a Guatemalan population that would have been devastated had we not been in person in September. No special populations seem to have any extra issues and again, we are thankful we were able to be in-person.

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

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

We will use these funds like we will use ESSER II funds. To help better our students due to issues caused by the pandemic and we will use them for supplies to help keep us in session and in-person.

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

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

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

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

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

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

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

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

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

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

Providing mental health services and supports.

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

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

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

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

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

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

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

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

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

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

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

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

Our chart has details as well - We have identified through fastbridge testing from last year to this year that our number one issue, districtwide, is reading loss in many of our students. We have many student who require tier 2 and tier 3 reading interventions so we are asking for those resources upfront to start working on this now. The district just hired a curriculum director whose specialty is reading and the reading process and she is working after hours with us to look at data and our materials we have in place to assess what we have missing. We need resources Prek-5 and we need an interventionist (coach?) in the MS and HS to help retrain MS and HS staff on how to better help student with these skills. We are spending money on summer school for Grade K-12 to help kickstart this process as well. We have an aging HS facility that has an older HVAC system that is at end of life and a Capital Outlay budget that is not able to x this all at once. We are charging 8 mills and receive 65% State Aid. We have been working with Trane the last three years to complete this in phases and we have unit ventilators we can not purchase parts for so ventilation in some areas has been sacrificed. We have work we can do this summer and add more to this to x more areas. With Capital Outlay Being drained for HVAC, we also are requesting cleaning equipment and some fountain with bottle fillers so we can socially distance for the student who can not be vaccinated. We are also asking to be reimbursed for COVID leave like businesses were able to request. Again, the attachment has more details as well.

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 be able to assess our reading gains over the next three years with testing scores from Fastbridge as we have baseline data from 2020 and this school year and we can utilize other data points as well moving forward such as state assessments

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

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

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

XLSX

[336 Holton ESSER II 0429 ... \(122 KiB download\)](#)

# Local Education Agency (LEA) Assurances

## Section I. General Grant Assurances for Federal Funds

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

34 CFR §76.702 Fiscal control and fund accounting procedures.

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

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

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

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

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

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

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

34 CFR §76.722 Subgrantee reporting requirements.

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

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

[72 FR 3703, Jan. 25, 2007]

34 CFR §76.730 Records related to grant funds.

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

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

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

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

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

34 CFR §76.731 Records related to compliance.

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

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

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

2 CFR Subpart D – Post Federal Award Requirements

§200.302 Financial management.

§200.303 Internal controls.

§200.305 Payment.

§200.313 Equipment.

§200.314 Supplies.

§200.318 General procurement standards.

§200.320 Methods of procurement to be followed;

2 CFR 200 Subpart E: Cost Principles:

§200.403 Factors affecting allowability of costs.

§200.404 Reasonable costs.

§200.405 Allocable costs.

§200.413 Direct costs.

§200.415 Required certifications.

§200.430 Compensation—personal services.

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

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

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

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

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

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

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

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

Providing principals and 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

Robert L. Davies

Date

04/28/2021

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



USD	District Name	Data as of
336	Holton	4/24/2023

Expenditure ID	Eligibility Review Recommendation	Funding Stream	Function Name	Object Name	ESSER Allowable Use	Please describe the expenditures within the account and how they will address a COVID-19 need	Total Expenditures (\$)	Budgeted Expenditures in SFY 2021 (\$)	Budgeted Expenditures in SFY 2022 (\$)	Budgeted Expenditures in SFY 2023 (\$)	Budgeted Expenditures in SFY 2024 (\$)	Account Number	Notes
336-1-001-20230509	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Summer School - This would be for Students in Grades K-12 - We plan to utilize 16 staff members for 19 days for 4 hour each day. We plan to invite 180 students.	\$ 38,339	\$ 5,038	\$ 33,301	\$ -	\$ -	89020	Change Request: previously approved for \$42,560 SFY 2021
336-1-002-20230509	Eligible	Direct Allocation	Instruction	Regular Non-Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Summer School - This will be for the same days and will include paraprofessionals and bus drivers to transport students. This will not include food service salaries as our food service program has and will be able to serve breakfast and lunch all summer long and will be able to be self-sustaining.	\$ 5,189	\$ 5,189	\$ -	\$ -	\$ -	89020	Change Request: previously approved for \$12,836 SFY 2021
336-1-003-20230509	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	MS/HS Interventionist - We have not hired this position so this is an estimate due to needing to be approved before we can really hire and know who may apply and where the person may qualify on our salary schedule. We also have a negotiation process that has not started so this will be hard to nail down until all things are finalized.	\$ 57,385	\$ -	\$ 57,385	\$ -	\$ -	89020	Change Request: previously approved for \$65,642 SFY 2022. Per narrative, to address identified learning loss (reading).
336-1-004-20230509	Eligible	Direct Allocation	Instruction	Group Insurance	12. Addressing learning loss among students, including vulnerable populations	MS/HS Interventionist - This is also a estimate as we have not completed negotiations and we do not know what benefits the new person may choose.	\$ 2,745	\$ -	\$ 2,745	\$ -	\$ -	89020	Change Request: previously approved for 10,112.60 SFY 2022
336-1-005-20230509	Eligible	Direct Allocation	Instruction	General Supplies and Materials	12. Addressing learning loss among students, including vulnerable populations	Reading Tier 3 instructional supplies (SONDAY) - This can be used for student in grades PreK - 12.	\$ 7,665	\$ 7,665	\$ -	\$ -	\$ -	89050	Approved. Per narrative, COVID instructional loss identified in reading.

336-1-006-20230509	Eligible	Direct Allocation	Instruction	General Supplies and Materials	12. Addressing learning loss among students, including vulnerable populations	Reading Tier 2 instructional Supplies (PrK-5 Really Great Reading) This is a researched-based reading intervention on the approved reading list of material to be used for struggling readers (AKA Dyslexia). This is an estimate because we cant seem to keep prices for more than 30 days and the prices seem to keep going up each month.	\$ 46,934	\$ 46,934	\$ -	\$ -	\$ -	89050	Change Request: previously approved for \$56,000 SFY 2021. Per narrative, COVID instructional loss identified in reading.
336-1-007-20230509	Eligible	Direct Allocation	Instruction	PROPERTY	14. Inspection, testing, maintenance, repair, replacement and upgrade projects to improve the indoor air quality in school facilities	HVAC issues where ventilation is not working in our high school. This is the worst area in our district and where it is needed the most. Elementary building has brand new school and system (2016) and middle School is less than 15 years old and working to acceptable levels as we had a study completed in 2018 and reassessed in 2020. If we want to get this completed this summer and start having some of the benefits of the ventilation working we need to act sooner than later. We have been working the last three years with Trane on Energy upgrades and the amount listed is a solid bid.	\$ 255,071	\$ 232,914	\$ 22,157	\$ -	\$ -	89070	Change Request: previously approved for \$249,000 SFY 2021. Per narrative, We have an aging HS facility that has an older HVAC system that is at end of life and a Capital Outlay budget that is not able to fix this all at once. We are charging 8 mills and receive 65% State Aid. We have been working with Trane the last three years to complete this in phases and we have unit ventilators we can not purchase parts for so ventilation in some areas has been sacrificed.
336-1-008-20230509	Eligible	Direct Allocation	Instruction	SUPPLIES AND 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	Cleaning supplies to help stop the spread of COVID-19. Supplies include disinfectant, gloves, masks, and MERV filters	\$ 11,051	\$ 11,051	\$ -	\$ -	\$ -	89070	New Line Item
336-1-009-20230509	Eligible	Direct Allocation	Instruction	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 several water fountain in HS and MS with fountains that have a bottle filler (12 fountains). This will allow us to help spread student out to socailly distance and turn back on many of the fountain in our building where we have had to turn them off because we do not have a bottle filler.	\$ 18,091	\$ 18,091	\$ -	\$ -	\$ -	89070	Change Request: previously approved for \$36,000 SFY 2021
336-1-010-20230509	Eligible	Direct Allocation	Instruction	General Supplies and Materials	10. Providing mental health services and supports	Character Education due to the struggle with our students and how they handled COVID. The character education helped solidfy lessons for our staff to engage with the students using an evidence based curriculum.	\$ 16,226	\$ -	\$ 16,226	\$ -	\$ -	89052	New Line Item
336-1-011-20230509	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Premium Pay for Certified staff for retention and recruitment. This was for 14 adminstrators, 87 Certified staff members with a majority paid in November 2021 and a few in May 2022 who had not been with the district a year until then. Full time employees received \$500 and staff who are not full time, received thier FTE equivilant, not to exceed \$500.	\$ 50,228	\$ -	\$ 50,228	\$ -	\$ -	89022	New Line Item

336-1-012-20230509	Eligible	Direct Allocation	Instruction	Regular Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Premium Pay for Classified Staff for retention and recruitment. This was for 82 classified staff with a majority paid in November 2021 and a few in May 2022 who had not been with the district a year until then. Full time employees received \$500 and staff who are not full time, received thier FTE equivilant, not to exceed \$500.	\$ 38,125	\$ -	\$ 38,125	\$ -	\$ -	89032	New Line Item
336-1-013-20230509	Eligible	Direct Allocation	Instruction	Social Security Contributions	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Social Security paid on Premium pay for both classified and certified staff for retention and recruitment for the 14 administrators, 87 certified staff, and 82 classified staff.	\$ 11,499	\$ -	\$ 11,499	\$ -	\$ -	89112	New Line Item



## 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#436-Caney Valley

**Applicant / Mailing Address**

700 East Bullpup Blvd, Caney, KS 67333

**Applicant / First and Last Name of Owner, CEO, or Executive Director** Blake A. Vargas

**Applicant / Email Address of Owner, CEO, or Executive Director** vargas@caney.com

**Applicant / Phone Number** 6208799200

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

The **Child Care Capacity Accelerator Grant Application** can be found by clicking on "Apply", and then selecting the specific "Start Application" listed under Child Care Capacity Accelerator

Full District Name Caney Valley Schools

District Number 436

Mailing Address | Street Address 700 East Bullpup Boulevard

Mailing | City Caney

Mailing Address | Zip Code 67333

Authorized Representative of the District | Name Blake Vargas

Authorized Representative of the District   Position or Title	Superintendent
Authorized Representative of the District   Email Address	vargas@caney.com
Authorized Representative of the District   Phone Number	+16208799200

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

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

This is a change request for an already approved application

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

**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.

This is a change request for an already approved application

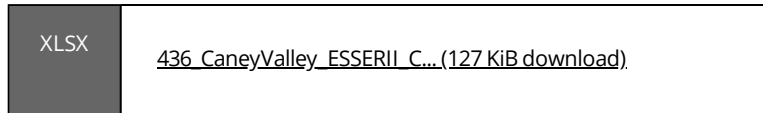
How will the district determine the impact of its ESSER II direct district allocation expenditures (and additional per-student allocation, if applicable) on students?

This is a change request for an already approved application

### Notes on ESSER II application Excel template:

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

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



## Local Education Agency (LEA) Assurances

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

34 CFR §76.702 Fiscal control and fund accounting procedures.

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

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

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

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

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

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

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

34 CFR §76.722 Subgrantee reporting requirements.

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

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

[72 FR 3703, Jan. 25, 2007]

34 CFR §76.730 Records related to grant funds.

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

(a) The amount of funds under the grant or subgrant;

(b) How the State or subgrantee uses the funds;

(c) The total cost of the project;

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

(e) Other records to facilitate an effective audit.

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

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

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

34 CFR §76.731 Records related to compliance.

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

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

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

2 CFR Subpart D – Post Federal Award Requirements

§200.302 Financial management.

§200.303 Internal controls.

§200.305 Payment.

§200.313 Equipment.

§200.314 Supplies.

§200.318 General procurement standards.

§200.320 Methods of procurement to be followed;

2 CFR 200 Subpart E: Cost Principles:

§200.403 Factors affecting allowability of costs.

§200.404 Reasonable costs.

§200.405 Allocable costs.

§200.413 Direct costs.

§200.415 Required certifications.

§200.430 Compensation—personal services.

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

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

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

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

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

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

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

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

Providing principals and 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

Blake A. Vargas

Date

04/10/2023

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



USD	District Name	Data as of
436	Caney Valley	5/1/2023

Expenditure ID	Eligibility Review Recommendation	Funding Stream	Function Name	Object Name	ESSER Allowable Use	Please describe the expenditures within the account and how they will address a COVID-19 need	Total Expenditures (\$)	Budgeted Expenditures in SFY 2021 (\$)	Budgeted Expenditures in SFY 2022 (\$)	Budgeted Expenditures in SFY 2023 (\$)	Budgeted Expenditures in SFY 2024 (\$)	Account Number	Notes
436-1-001-20230509	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	1A. Any activity authorized by the Elementary and Secondary Education Act of 1965.	This was previously approved as a non-certified position - we were unable to full this year, but hope to fill as a certified position the next two years. The Support Specialist in USD#436 Caney Valley will start as soon as possible. The individual will be responsible for assisting with developing our Tier 2 & 3 interventions on the academic and social emotional levels for our upper elementary and lower secondary students who are showing regression due to the COVID Pandemic. As we have seen the number of students below grade level and lacking reading and math skills increase since the pandemic started (especially at the lower levels as they missed some foundational skills last spring), this position will work with those students one-on-one or in small groups to help build those foundational skills and assist in closing the academic learning loss of those students.	\$ 47,432	\$ -	\$ -	\$ 47,432	\$ -	77-1000-110-001	Change Request- Was approved for \$47,432 in SFY 2023 and 2024
436-1-002-20230509	Eligible	Direct Allocation	Instruction	Group Insurance	1A. Any activity authorized by the Elementary and Secondary Education Act of 1965.	previously approved - more accurate expense -Health Insurance for New Support Specialist	\$ 8,674	\$ -	\$ 3,674	\$ 5,000	\$ -	77-1000-210-015	Change Request- Was approved for \$5,000 in SFY 2024
436-1-003-20230509	Eligible	Direct Allocation	Instruction	Social Security Contributions	1A. Any activity authorized by the Elementary and Secondary Education Act of 1965.	previously approved - more accurate amount	\$ 11,000	\$ -	\$ 8,500	\$ 2,500	\$ -	77-1000-220-015	Change Request was approved for \$2,500 in SFY 2024
436-1-004-20230509	Eligible	Direct Allocation	Instruction	Unemployment Compensation	1A. Any activity authorized by the Elementary and Secondary Education Act of 1965.	previously approved - more accurate amount	\$ 325	\$ -	\$ 150	\$ 175	\$ -	77-1000-260-015	Change Request- Was approved for \$175 in SFY 2024
436-1-005-20230509	Eligible	Direct Allocation	Instruction	Full-Time Certified Salaries	11B. Planning and implementing supplemental after-school programs	After School Extended Learning Opportunities will be provided three-four days a week to allow students time to extend 1-1 supports for academic improvements in order to close achievement gaps due to Covid.	\$ 15,600	\$ -	\$ 7,800	\$ 7,800	\$ -	77-1000-111-002	Change Request- Was approved for \$7,800 in SFY 2024

436-1-006-20230509	Eligible	Direct Allocation	Instruction-Related Technology	Supplies-Technology Related	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Change request - asking for additional funds in this area - we are adding a science supplemental to support an area that we have not previously addressed. (previously approved all that follows ) In order to provide continued connectivity to our students in USD#436 - the purchase of updated student and technology lab devices, as well as software and programs to run on the iPad are vital in addressing learning loss that occurred as a result of the pandemic. Academic software that will also target learning loss such as NearPod, MobyMax, Edgenuity, No Red Ink, and Fastbridge will be vital in assisting our staff in closing the gap created by the pandemic.	\$ 157,407	\$ -	\$ 40,000	\$ 75,000	\$ 42,407	77-2230-650-000	Change Request- Adding expenditures for SFY 2023 and 2024
436-1-007-20230509	Eligible	Direct Allocation	Psychological Services	Regular Certified Salaries	10. Providing mental health services and supports	Previously approved expense- with the success of a 1/2 time counselor at the Elementary, next year we would like to fully implement the counselor along with our mental health partnership that is currently in place	\$ 100,000	\$ -	\$ 42,000	\$ 58,000	\$ -	77-2140-110-000	Change Request- Was approved for \$58,000 in SFY 2024
436-1-008-20230509	Eligible	Direct Allocation	Instruction	Full-Time Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	Previously approved for \$56,000 this is the actual amount	\$ 57,436	\$ -	\$ 57,436	\$ -	\$ -	77-1000-111-000	Approved at July 2022 State Board Meeting
436-1-009-20230509	Eligible	Direct Allocation	Operation of Buildings	Cleaning Supplies and Chemicals	7. Purchasing supplies to sanitize and clean LEA and school facilities	Change request to increase amount - (language as follows already approved) - Previously approved for \$5,000 annually, this is an increase request annually - We are still seeing increased cleaning and sanitation needs since the endemic, and have still had cases of positive COVID cases in our buildings. This would get supplies and some cleaning equipment associated with this area.	\$ 36,750	\$ -	\$ 5,250	\$ 16,250	\$ 15,250	77-2610-618-000	Change Request. Previously approved for \$5,000 from SFY 2022, 23 and 24 -- Supplies for cleaning
436-1-010-20230509	Eligible	Direct Allocation	Instruction	Summer School	11A. Planning and implementing summer learning or enrichment programs	Previously approved, we would like to expand this offering to our Jr/Sr High level students and therefore are doubling the amount of staff required.	\$ 18,000	\$ -	\$ 6,000	\$ 6,000	\$ 6,000	77-1000-949-000	Approved at July 2022 State Board Meeting
436-1-011-20230509	Eligible	Direct Allocation	Instructional Staff Training Services	Professional Development	3. Providing principals and other school leaders with resources to address individual school needs	Change request - would like to increase amount -(already approved language from this point on) Nearpod, Edgenuity, Fastbridge, MobyMax, and NoRed Ink, are all resources that would assist our school leaders in addressing the needs of students that have suffered learning loss due to Covid, but would need professional development in these areas to be fully prepared. In addition, we plan to send out leaders to conferences that will also provide valuable training and resources that can be used to directly aid in the disparity that was caused because of the pandemic.	\$ 30,000	\$ -	\$ 10,000	\$ 10,000	\$ 10,000	77-2213-946-000	Change Request. Previously approved for \$10,000 SFY 2022
436-1-012-20230509	Eligible	Direct Allocation	Instruction	Regular Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Covid Retention Incentive for our Classified staff. With increased difficulties and challenges during this time, it is imperative that we retain staff in order to provide an optimal educational experience for our community.	\$ 37,475	\$ -	\$ 37,475	\$ -	\$ -	77-1000-120-000	Approved at the February 2022 State Board Meeting

436-1-013-20230509	Eligible	Direct Allocation	Instruction	Full-Time Non-Certified Salaries	1A. Any activity authorized by the Elementary and Secondary Education Act of 1965.	We have seen an increase in behaviors and would like to begin to implement some Positive Behavior Interventions as well as implementation of tiered consequences with ISS, Saturday School, both before and after school detention. This individual would focus on interventions and prevention of the behaviors that are associated with the increase among students since the Covid-19 impact.	\$ 37,500	\$ -	\$ -	\$ 37,500	\$ -	77-1000-121-000	Change Request-Was approved for \$37,500 in SFY 2023 and 2024
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**Kansas CommonApp (2020)**

3930-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)



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# 440\_Halstead-Bentley\_ESSERII Plan\_Submission\_1021 (copy)

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Applicant details

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

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

**Select an Applicant Type** Unified School District

**Applicant / Entity Name** Ron Barry

**Applicant / Mailing Address**

521 W 6th St Halstead, KS 67056

**Applicant / First and Last Name of Owner, CEO, or Executive Director** Ron Barry

**Applicant / Email Address of Owner, CEO, or Executive Director** rbarry@usd440.com

**Applicant / Phone Number** 316-835-2641

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)** 480720776

**Applicant / Website Address (if applicable)** www.usd440.com

PDF	<a href="#">USD 440 W-9.pdf (115 KiB download)</a>
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## Application details

The **Child Care Capacity Accelerator Grant Application** can be found by clicking on "Apply", and then selecting the specific "Start Application" listed under Child Care Capacity Accelerator

Full District Name	Halstead-Bentley
District Number	440
Mailing Address   Street Address	521 W 6th St
Mailing   City	Halstead
Mailing Address   Zip Code	67056
Authorized Representative of the District   Name	Dr. Ron Barry
Authorized Representative of the District   Position or Title	Superintendent
Authorized Representative of the District   Email Address	rbarry@usd440.com
Authorized Representative of the District   Phone Number	+13168352641
Would you like to additional district representatives to the application?	Yes
Other District Representative 1   Email Address	sadams@usd440.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 440 has been impacted academically as well as socially and emotionally by COVID-19. Although we have not completely shut down our schools, we have interrupted the instruction and learning through our mitigation strategies including social distancing, masking, hybrid schedules, and the challenges of synchronous learning. We have identified gaps in our math

assessments at our elementary level where we have seen some grade levels nearing 75% Tier 2 and Tier 3 identification. We know that our high school students have seen a disruption in their math skill sets and early indicators show that our Average Math ACT score may drop below 20 and our graduation rate may drop below 85% if we don't provide supports. Our social and emotional needs district wide is increasing with higher levels of office referrals this year compared to last. We are also identifying apathy as a major consequence of the pandemic through social and emotional screeners and increase in the number of failing students district wide. There is still a need to continue to mitigate the virus and our greatest advantage to staying ahead of spread is through effective contact tracing, symptom screening, and a test to learn strategy in our schools.

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

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

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

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

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

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

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

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

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

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

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

Providing mental health services and supports.

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

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

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

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

other air cleaning, fans, control systems, and window and door repair and replacement.

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

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

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

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

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

The district is utilizing its allocation of ESSER II funds to address the health, academic, and social and emotional needs of our students and staff. The goal is to keep students in person as long as possible while also addressing the academic and social/emotional needs of students. We will continue to identify learning gaps and provide academic opportunities to address those needs. Our data shows that 30-45% of our students in grades K-5 need math intervention support because they are below grade level expectations. We know that this trend transfers to the high school based upon state and national data. USD 440 has employed an at-risk math interventionist at the middle school level in the past and an addition to the elementary and high school will allow the district to align its intervention support to address math skills lost during the pandemic. We will also continue to employ two CNA's to assist with health mitigation strategies throughout our buildings, including screening and a test to learn strategy. We will utilize the Fastbridge Screener for Math and reading to identify gaps in learning and target personalized interventions based upon the data. We plan to purchase the Foundations Curriculum to align K-4 reading instruction to the group of students who lost the most instruction during the most critical time to learn how to read. We will also purchase Edgenuity for a credit recovery system to assist students at the high school level who may be behind in credits and at risk for not graduating with their cohort group.

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 be able to collect data on the total number of students impacted by the virus, how much learning loss was associated, and what the educational impact may be on lost learning and additional academic support through the use of Fastbridge MTSS testing, Sabers Social and Emotional screener, state assessments, ACT data, graduation rates, credit recovery (Edgenuity), and other local academic formative and summative assessments. We will also be able to track credit recovery locally to determine how many students will graduate with their cohort group. Health data of students can be tracked by the number of students out because of COVID, learning time saved or lost with our test to learn program, and the impact of communal spread through contact tracing by our nurses.

### **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 Ron Barry

Date 10/20/2021

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

USD	District Name	Data as of
440	Halstead	4/10/2023

Expenditure ID	Eligibility Review Recommendation	Funding Stream	Function Name	Object Name	ESSER Allowable Use	Please describe the expenditures within the account and how they will address a COVID-19 need	Total Expenditures (\$)	Budgeted Expenditures in SFY 2021 (\$)	Budgeted Expenditures in SFY 2022 (\$)	Budgeted Expenditures in SFY 2023 (\$)	Budgeted Expenditures in SFY 2024 (\$)	Account Number	Notes
440-1-001-20230509	Eligible	Direct Allocation	Nursing Services	Full-Time Non-Certified Salaries	5. Procedures and systems to improve LEA preparedness and response efforts	Hire Full Time CNA to assist District Nurse with COVID needs	\$ 36,055	\$ -	\$ 17,555	\$ 18,500	\$ -	07E21341210400605	Approved at the November 2021 State Board. Per narrative, There is still a need to continue to mitigate the virus and our greatest advantage to staying ahead of spread is though effective contact tracing, symptom screening, and a test to learn strategy in our schools. We will also continue to employ two CNA's to assist with health mitigation strategies throughout our buildings, including screening and a test to learn strategy.
440-1-002-20230509	Eligible	Direct Allocation	Nursing Services	Full-Time Non-Certified Salaries	5. Procedures and systems to improve LEA preparedness and response efforts	Hired full time CNA to assist Nurse with COVID needs	\$ 36,055	\$ -	\$ 17,555	\$ 18,500	\$ -	07E21341210300605	Approved at the November 2021 State Board. See Row 15.
440-1-003-20230509	Eligible	Direct Allocation	Instruction	Full-Time Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	Hire an At Risk Math Interventionist Position at the High School level to address learning loss, skill loss, and help increase graduation rates for students impacted during COVID-19	\$ 106,350	\$ -	\$ 44,350	\$ 47,000	\$ 15,000	07E10001110200605	Approved at the November 2021 State Board. Per narrative, Our data shows that 30-45% of our students in grades K-5 need math intervention support because they are below grade level expectations. We know that this trend transfers to the high school based upon state and national data. USD 440 has employed an at-risk math interventionist at the middle school level in the past and an addition to the elementary and high school will allow the district to align its intervention support to address math skills lost during the pandemic.
440-1-004-20230509	Eligible	Direct Allocation	Instruction	Full-Time Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	Hire an At Risk Math Interventionist Position at the Elementary School to address learning loss and skill gaps for students impacted during COVID-19	\$ 110,860	\$ -	\$ 45,860	\$ 48,500	\$ 16,500	07E10001110400605	Approved at the November 2021 State Board. See Row 17.
440-1-005-20230509	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	12. Addressing learning loss among students, including vulnerable populations	Foundations curriculum to align curriculum and instruction to address the reading gap for students	\$ 11,000	\$ -	\$ 11,000	\$ -	\$ -	07E10006100400605	Approved at the November 2021 State Board. Per narrative, We plan to purchase the Foundations Curriculum to align K-4 reading instruction to the group of students who lost the most instruction during the most critical time to learn how to read.
440-1-006-20230509	Eligible	Direct Allocation	Nursing Services	Social Security Contributions	5. Procedures and systems to improve LEA preparedness and response efforts	Hire Full Time CNA to assist District Nurse with COVID needs	\$ 15,680	\$ -	\$ 7,840	\$ 7,840	\$ -	07E21342200400605	Approved at the November 2021 State Board.

440-1-007-20230509	Eligible	Direct Allocation	Nursing Services	Social Security Contributions	5. Procedures and systems to improve LEA preparedness and response efforts	Hire Full Time CNA to assist District Nurse with COVID needs	\$ 15,680	\$ -	\$ 7,840	\$ 7,840	\$ -	07E21342200300605	Approved at the November 2021 State Board.
440-1-008-20230509	Eligible	Direct Allocation	Instruction	Social Security Contributions	12. Addressing learning loss among students, including vulnerable populations	Hire an At Risk Math Interventionist Position at the High School level to address learning loss, skill loss, and help increase graduation rates for students impacted during COVID-19	\$ 22,100	\$ -	\$ 10,050	\$ 10,050	\$ 2,000	07E10002200200605	Approved at the November 2021 State Board.
440-1-009-20230509	Eligible	Direct Allocation	Instruction	Social Security Contributions	12. Addressing learning loss among students, including vulnerable populations	Hire an At Risk Math Interventionist Position at the Elementary School to address learning loss and skill gaps for students impacted during COVID-19	\$ 22,100	\$ -	\$ 10,050	\$ 10,050	\$ 2,000	07E10002200400605	Approved at the November 2021 State Board.
440-1-010-20230509	Eligible	Direct Allocation	Instruction	Software	12. Addressing learning loss among students, including vulnerable populations	Fastbridge Academic and Social Emotional Screener	\$ 4,476	\$ -	\$ 1,492	\$ 1,492	\$ 1,492	07E10006530400605	Approved at the November 2021 State Board. Per narrative, Our social and emotional needs district wide is increasing with higher levels of office referrals this year compared to last. We are also identifying apathy as a major consequence of the pandemic through social and emotional screeners and increase in the number of failing students district wide.
440-1-011-20230509	Eligible	Direct Allocation	Instruction	Software	12. Addressing learning loss among students, including vulnerable populations	Edgenuity Credit Recovery Curriculum	\$ 13,425	\$ -	\$ 4,475	\$ 4,475	\$ 4,475	07E10006530300605	Approved at the November 2021 State Board. Per narrative, We know that our high school students have seen a disruption in their math skill sets and early indicators show that our Average Math ACT score may drop below 20 and our graduation rate may drop below 85% if we don't provide supports. We will also purchase Edgenuity for a credit recovery system to assist students at the high school level who may be behind in credits and at risk for not graduating with their cohort group.
440-1-012-20230509	Eligible	Direct Allocation	Instruction	Software	3. Providing principals and other school leaders with resources to address individual school needs	Edgenuity Credit Recovery Curriculum	\$ 26,700	\$ -	\$ 8,900	\$ 8,900	\$ 8,900	07E10006530200605	Approved at the November 2021 State Board. See Row 25.
440-1-013-20230509	Eligible	Direct Allocation	Instruction	Supplies-Technology Related	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Purchasing 4 MacBooks to replace teachers' laptops that are not able to store enough data. This will ensure that the teachers can work remotely in case of closure or quarantine due to COVID-19	\$ 4,240	\$ -	\$ 4,240	\$ -	\$ -	07E10006530200605	New Line Item

## ESSER III Overview and Table of Contents

Plan	DISTRICT PROFILES				KSDE RECOMMENDATIONS					
	District Number	District Name	Total Public School Students (FTE) <sup>1</sup>	% Students Approved for Free- or Reduced-Price Lunch <sup>2</sup>	Total Direct and True Up Allocation	Total Requested	% Requested of Total Allocation	Total Eligible	% Eligible of Total Requested	Eligible Value Per Student (FTE) <sup>1</sup>
1	105	Rawlins County	341	51%	\$ 552,520	\$ 367,000	66%	\$ 367,000	100%	\$ 1,077
2	210	Hugoton Public Schools	997	62%	\$ 1,611,822	\$ 1,584,834	98%	\$ 1,584,834	100%	\$ 1,590
3	212	Northern Valley	122	47%	\$ 246,039	\$ 231,208	94%	\$ 231,208	100%	\$ 1,892
4	220	Ashland	187	52%	\$ 320,669	\$ 320,669	100%	\$ 320,669	100%	\$ 1,717
5	230	Spring Hill	3,316	30%	\$ 2,071,733	\$ 2,071,733	100%	\$ 2,071,733	100%	\$ 625
6	271	Stockton	332	49%	\$ 546,414	\$ 471,558	86%	\$ 471,558	100%	\$ 1,422
7	307	Ell-Saline	463	30%	\$ 421,123	\$ 418,279	99%	\$ 418,279	100%	\$ 904
8	330	Mission Valley	430	29%	\$ 333,882	\$ 333,882	100%	\$ 333,882	100%	\$ 776
9	341	Oskaloosa Public Schools	568	51%	\$ 815,389	\$ 815,389	100%	\$ 815,389	100%	\$ 1,437
10	353	Wellington	1,435	53%	\$ 2,652,443	\$ 2,302,443	87%	\$ 2,302,443	100%	\$ 1,604
11	376	Sterling	482	40%	\$ 540,889	\$ 540,853	100%	\$ 540,853	100%	\$ 1,123
12	400	Smoky Valley	715	19%	\$ 635,713	\$ 598,092	94%	\$ 598,092	100%	\$ 837
13	403	Otis-Bison	214	37%	\$ 509,412	\$ 109,412	21%	\$ 109,412	100%	\$ 511
14	410	Durham-Hillsboro-Lehigh	551	39%	\$ 572,232	\$ 465,987	81%	\$ 465,987	100%	\$ 846
15	411	Goessel	284	27%	\$ 197,955	\$ 118,283	60%	\$ 118,283	100%	\$ 417
16	421	Lyndon	389	36%	\$ 451,711	\$ 451,711	100%	\$ 451,711	100%	\$ 1,161
17	459	Bucklin	235	52%	\$ 368,315	\$ 368,315	100%	\$ 368,315	100%	\$ 1,570
18	469	Lansing	2,549	29%	\$ 1,748,086	\$ 1,748,086	100%	\$ 1,748,086	100%	\$ 686
<b>Total</b>			<b>13,606</b>	<b>36%</b>	<b>\$ 14,596,347</b>	<b>\$ 13,317,734</b>	<b>91%</b>	<b>\$ 13,317,734</b>	<b>100%</b>	<b>\$ 979</b>

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

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

# ESSER III APPLICATION FOR D0105

**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>
Rawlins County	205 North 4th Street, Atwood, KS 677301708	205 North 4th Street Suite 1, Atwood, KS 677301708
<u>Superintendent Name</u>	<u>Superintendent E-mail Address</u>	<u>Superintendent Phone Number</u>
Eric Stoddard	estoddard@usd105.org	(785) 626-3236

## Authorized Representative of the District Information

<u>Name</u>	<u>Position of Title</u>	<u>E-mail Address</u>	<u>Phone Number</u>
Eric	Superintendent	estoddard@usd105.org	(785) 626-3236

## 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.usd105.org/vnews/display.v/ART/5f60e4fb29fc9>

## 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 105 has been open for school since August of 2020, except for a week and a half in September of 2020. The district has kept many of our cleaning procedures that were changed that were used to reopen the school district. We have continued to keep students and staff as distant as possible. The community and district believe in keeping our students safe and in school. The community wants our students to participate in activities and learn the life skills that come from attending school and participating in activities.

## 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 visited with the Student Council of the High School. The student leaders were given an opportunity to provide feedback to the superintendent on the ESSER III plan. The students had many questions related to the plan and how the funds could be used.

Students in grades 7-12 were given the opportunity to complete the district survey regarding our ESSER III plan. 110 students responded to the survey. Below are the results.

Summer Learning Program	14 Students
Academic Intervention	46 Students
Behavior Support	42 Students
Instructional Materials	65 Students
Technology	63 Students
HVAC	70 Students

From the student results, USD 105 concluded the students valued the use of technology in the classroom, updating our HVAC systems, and for the district to use the funds to update our instructional materials.

## **Families**

USD 105 administration presented the ESSER III plans to our district Site Council made up of parents within the district. Members of the Site Council were given the opportunity to give feedback within the meetings. USD 105 developed a survey for all families to give feedback. Parents were notified through a superintendent's message in the local newspaper, a post and link were put on the district's social media accounts, the district website, and all parents within our student information software were sent text messages and emails with links to the survey.

Survey Results:	Respondents
Summer Learning Program	27
Academic Intervention	47
Behavior Support	33
Instructional Materials	39
Technology	21
HVAC	48

From the Family results, USD 105 concluded the families valued academic interventions, behavior supports in the classroom, new instructional materials, and updating the air quality in the school district.

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

USD 105 administration worked with School and District Administration by reviewing our ESSER III plan during administrator meetings. We worked together reviewing needs within the district to best utilize the funds. From these discussions, we wanted to limit the amount of funds to add additional staff as we want the programs to be utilized in the future. We determined that we wanted to increase our academic interventions, build a social-emotional program, increase technology usage within the buildings, and improve the air quality of our high school. The USD 105 ESSER plan was presented to the administration of our special education interlocal and they were given the opportunity to give their input through our survey.

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



The building principals of each of our school buildings discussed the district's ESSER III plan with their respective staffs during inservices meetings. The staff gave input and asked questions related to our plan and the uses of our funds. Staff members were sent an email with the district survey to give staff an opportunity to give feedback as individuals.

Survey Results:	Staff Members
Summer Learning Program	9
Academic Intervention	22
Behavior Support	21
Instructional Materials	17
Technology	11
HVAC	21

From the Family results, USD 105 concluded the families valued academic interventions, behavior support in the classroom, and updating the air quality in the school district.

## **Tribes**

At this time, USD 105 does not have students who are Native American, nor does the community have a tribe. The superintendent sent an email to the Haskell Foundation Director to receive their feedback on our plan.

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

Our community does not have Disability Rights Organization, though we do have the Praire Development Center within the district boundaries. The superintendent sent an email to their director, with the link to the district ESSER III survey. The superintendent sent the district's ESSER III plan and survey to state Civil Rights Organizations, Kansas Human Rights Commission, Kansas Action for Children, the Disability Rights Center, and the Kansas NAACP. The district has not received feedback from those 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 group in our community that best fits this description is called CORE Communities. This group works with families who come from poverty to provide opportunities for these families. The superintendent sent an email to provide this group an opportunity to give their input in our plan. The superintendent also sent the district's ESSER III plan and survey to Saint Francis, Youth on Their Own, and Families Together. The district has not received feedback from those organizations.

The group in our community that best fits this description is called CORE Communities. This group works with families who come from poverty to provide opportunities for these families. The school district engaged with CORE Communities as an opportunity to give their input in our plan. From this interaction, the school district concluded that this group supported academic interventions and behavior supports.

The school district sent the survey and engaged with our students and representatives of the subgroup populations in our school district in developing our ESSER support plan. We have conducted surveys and have also engaged in focus group conversations.

**Children with Disabilities:** The district has 70 students with an Individualized Education Program and each family was sent the district survey. The district received 14 responses from families who have a child with a disability. The parents had an opportunity through our initial survey and through District Site Council Meetings to give feedback on our ESSER III Plan. From the survey, the families indicated that they supported the district's use of the ESSER III funds for summer learning programs, academic intervention, behavioral support, and instructional materials.

**English Learners:** The school district sent an English and Spanish version of the survey was sent to the families of 23 students who are English language learners. The district has received four responses back from those families. The parents had an opportunity through our initial survey and through District Site Council Meetings to give feedback on our ESSER III Plan. From the survey, the families indicated that they supported the district's use of the ESSER III funds for academic intervention, behavioral support, and instructional materials.

**Children who are Experiencing Homelessness:** The school district does not have any students who are experiencing homelessness.

**Children in Foster Care:** USD 105 has two students who are in Foster Care. The survey was sent to the parents of both students. No response was received. The parents had an opportunity through our initial survey and through District Site Council Meetings to give feedback on our ESSER III Plan.

**Migratory Students:** USD 105 has eight students who are migrant, which covers four families in the school district. The school district sent an English and Spanish version of the ESSER III Survey to the four families and received no response. The parents had an opportunity through our initial survey and through District Site Council Meetings to give feedback on our ESSER III Plan.

**Children Who Are Incarcerated:** The school district does not have any students who are incarcerated.

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

The community was notified through a superintendent's message in the local newspaper, a post and link were put on the district's social media accounts, and the district website. The superintendent visited with local community organizations in regards to the district's ESSER III plan. All members of the community were given an opportunity to give their input on the district's ESSER III plan through this survey.

Survey Results:	Respondents
Summer Learning Program	7
Academic Intervention	9
Behavior Support	11
Instructional Materials	6
Technology	5
HVAC	15

From the survey results, USD 105 concluded the community valued academic interventions, behavior supports in the classroom, and updating the air quality in 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.**

The COVID-19 Pandemic has been very difficult for the USD 105 community, especially the students and staff. Our academics and the social-emotional well-being of our students has been greatly impacted. Our English-Language Arts and Math assessment scores have decreased significantly since the students returned to school from the pandemic.

District ELA Level 1 Scores from the State Assessments have increased from 22.59% in 2019 to 29.5% in 2022.  
District Math Level 1 Scores from the State Assessments have increased from 22.7% in 2019 to 36.63% in 2022.

The students have had greater social-emotional needs since they have returned to school as well. All students have been effected by the pandemic, especially our students who were struggling academically and emotionally before the pandemic. We have seen an increase in students who have escalated, our in-school and out-of-school suspensions have increased, and the number of students who have been referred to the office has increased. Fortunately we have not lost any students, but the community has lost several recent graduates and parents of students due to suicide during and after the pandemic.

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

Total \$220,000

RCES At-Risk Teacher: USD 105 hired an At-Risk Teacher to help address learning loss as a result of the pandemic in our elementary school. Each year, our district is lowering the amount of ESSER funds used to pay for the At-Risk teacher to ensure continued use once ESSER funds are no longer available. \$50,000

RCES Summer School: USD 105 will provide our elementary students a summer school opportunity to address student learning loss as a result of the COVID pandemic. \$40,000

Intervention Supports: USD 105 will provide intervention supports to students due to learning loss as a result of the COVID Pandemic. \$80,000

RCHS Math Program: USD 105 will purchase a new math program at RCHS to address the learning loss of students as a result of the pandemic. \$50,000

Program/Strategy

Description

Link to Evidence

Budget Requested

Teacher Synergy

The school district will purchase a school subscription and allow all teachers a number of activities. We plan to purchase for two school years.

<https://www.teacherspayteachers.com/About-Us>

\$10,200

Xello

The school district will use Xello with our 7-12th grade students to engage students in their possible career paths.

<https://xello.world/en/>

\$5600

#### iStation

The school district uses iStation for Math intervention supports in our K-6 grade building.

[https://info.istation.com/research-studies#validity\\_and\\_effectiveness\\_studies](https://info.istation.com/research-studies#validity_and_effectiveness_studies)

\$7000

#### Explore Learning

Our district uses Explore Learning to help students in Math for students in K-8th grades.

<https://www.explorelearning.com/our-products/>

\$6000

#### Imagine Language and Literacy

The school district uses Imagine Language and Literacy in our intervention supports for K-6 students.

<https://www.imaginelearning.com/research/>

\$11,500

#### Touch Type Read Spell Program

The school district uses Touch Type Read Spell Program in our intervention supports for K-6 students.

<https://www.readandspell.com/us/research>

\$3400

#### Illuminate Education (Fastbridge)

The school district uses Fastbridge to identify student learning and social-emotional needs in grades K-12.

<https://www.illuminateed.com/research/>

\$3200

#### iStation

The school district uses iStation for Reading intervention supports in our K-6 grade building.

[https://info.istation.com/research-studies#validity\\_and\\_effectiveness\\_studies](https://info.istation.com/research-studies#validity_and_effectiveness_studies)

\$15,600

#### Cengage Learning

The school district purchased the e-assessments as a tool to identify English-Language Arts needs of students in kindergarten-6th grades.

<http://www.reach4reading.com/profdev/bestpractices.html>

\$13,400

#### At-Risk Teacher

The district hired an At-Risk teacher in our elementary school to focus on intervention supports in Math. She uses the resources from the above companies.

\$50,000

#### Summer School

The district provides a summer school for students in K-6 grades to receive intervention supports in reading and math.

\$40,000

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

Social-Emotional Supports: As a result of the COVID Pandemic, USD 105 will purchase and expand our Social-Emotional Programs to ensure the well being of mental health of students within our district. \$40,000

Technology: USD 105 will purchase 125 Chromebooks to ensure all students have a working, dependable device. As a result of COVID, USD 105 has found our current technology inadequate to meet the needs of students and staff. USD 105 will update the RCHS Computer lab with 17 MAC Mini's. As a result of COVID, USD 105 has found our current technology inadequate to meet the needs of students and staff. USD 105 will purchase 15 SMARTBOARDS to complete the replacement of SMARTBOARDS in all classrooms. As a result of COVID, USD 105 has found our current technology inadequate to meet the needs of students and staff. \$106,000

HVAC Improvements: Address HVAC to address air quality throughout the district. The plan would be to replace window air conditioners in classrooms at RCHS with mini-split systems. The district would implement a trial covering 4-8 classrooms for this year, with the plan to use this information to expand the project in the 2023-24 School Year. \$185,000

**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 USD 105 ESSER III plan almost doubles the required funds the district is to allocate towards learning loss. The district is also using funds to develop a social-emotional program in our Junior-Senior High School and further develop the social-emotional program at our Elementary school. All students will be impacted by our new academic intervention programs, technology, and summer school opportunities. USD 105 has used previous federal pandemic funding to begin addressing those needs as well, including; a new English-Language Arts curriculum in our elementary, a new social-emotional program in our elementary, technology through-out the district, and increased cleaning staff.

Program/Strategy

Description

Link to Evidence

Budget Requested

Teacher Synergy

The school district will purchase a school subscription and allow all teachers a number of activities. We plan to purchase for two school years.

<https://www.teacherspayteachers.com/About-Us>

\$10,200

Xello

The school district will use Xello with our 7-12th grade students to engage students in their possible career paths.

<https://xello.world/en/>

\$5600

iStation

The school district uses iStation for Math intervention supports in our K-6 grade building.

[https://info.istation.com/research-studies#validity\\_and\\_effectiveness\\_studies](https://info.istation.com/research-studies#validity_and_effectiveness_studies)

\$7000

Explore Learning

Our district uses Explore Learning to help students in Math for students in K-8th grades.

<https://www.explorelearning.com/our-products/>

\$6000

Imagine Language and Literacy

The school district uses Imagine Language and Literacy in our intervention supports for K-6 students.

<https://www.imaginelearning.com/research/>

\$11,500

Touch Type Read Spell Program

The school district uses Touch Type Read Spell Program in our intervention supports for K-6 students.

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\$3400

Illuminate Education (Fastbridge)

The school district uses Fastbridge to identify student learning and social-emotional needs in grades K-12.

<https://www.illuminateed.com/research/>

\$3200

iStation

The school district uses iStation for Reading intervention supports in our K-6 grade building.

[https://info.istation.com/research-studies#validity\\_and\\_effectiveness\\_studies](https://info.istation.com/research-studies#validity_and_effectiveness_studies)

\$15,600

Cengage Learning

The school district purchased the e-assessments as a tool to identify English-Language Arts needs of students in kindergarten-6th grades.

<http://www.reach4reading.com/profdev/bestpractices.html>

\$13,400

At-Risk Teacher

The district hired an At-Risk teacher in our elementary school to focus on intervention supports in Math. She uses the resources from the above companies.

\$50,000

Summer School

The district provides a summer school for students in K-6 grades to receive intervention supports in reading and math.

\$40,000

## Allocations

	Direct Allocation	True Up Allocation	Total Allocation		20% Minimum
ESSER III Allocations	\$552,520	\$0	\$552,520	ESSER III Allocations	\$110,504
Approved Total	\$0	\$0	\$0	Approved Total	\$0
Amount Left	\$552,520	\$0	\$552,520	Amount Still Needed	\$110,504
In Review Total	\$367,000	\$0	\$367,000	In Review Total	\$170,000
Amount Left	\$185,520	\$0	\$185,520	Amount Still Needed	\$0

## Line Items

ID	Allocation Type	Learning Loss	Function Code	Object Code	Allowable Use	Total Expenditures	Status
105-3-0001	Direct	True	1000	110	12	\$50,000	Task Force Review
105-3-0002	Direct	True	2100	949	12	\$40,000	Task Force Review
105-3-0003	Direct	True	1000	978	12	\$80,000	Task Force Review
105-3-0004	Direct	False	1000	644	12	\$50,000	Task Force Review
105-3-0005	Direct	False	2100	978	10	\$40,000	Task Force Review
105-3-0006	Direct	False	1000	736	9	\$107,000	Task Force Review

## Line Item Details

Line Item ID: 105-3-0001

### 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 Cert Sal

### Account Number

65035

### 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**

RCES At-Risk Teacher: USD 105 hired an At-Risk Teacher to help address learning loss as a result of the pandemic in our elementary school. Each year, our district is lowering the amount of ESSER funds used to pay for the At-Risk teacher to ensure continued use once ESSER funds are no longer available.

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

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

**Budgeted Expenditures in SFY 2023** \$35,000

**Budgeted Expenditures in SFY 2024** \$15,000

**Total Expenditures** \$50,000

### Status

Task Force Review

Line Item ID: 105-3-0002

**Allocation Type**

Direct Allocation

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

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

**Account Name**

ESSER III Instr Support

**Account Number**

65090

**Function Code**

2100 - Support Services (Students)

**Object Code**

949 - Summer School

**Allowable Use**

12 - 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 105 will provide our elementary students a summer school opportunity to address student learning loss as a result of the COVID pandemic. \$1500 to 4 Teachers in August of 2022. In June and August of 2023 and 2024. The total cost to the district is \$30,000. The remainder will go towards supplies and learning materials.

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

**Status**

Task Force Review

Line Item ID: 105-3-0003

**Allocation Type**

Direct Allocation

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

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

**Account Name**

ESSER III Instr Support

**Account Number**

65090

**Function Code**

1000 - Instruction

**Object Code**

978 - K-12 At-Risk

**Allowable Use**

12 - 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 105 will provide intervention supports to students due to learning loss as a result of the COVID Pandemic. Website Subscriptions-Teacher Synergy \$5100, iStation \$457.05, Explore Learning \$2965, Imagine Learning \$5750, Illuminate Education \$1520, iStation Reading \$7,714.64, Cengage Learning \$13,387.50. The total amount is \$39,894.69 each year for two years.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$40,000
<b>Budgeted Expenditures in SFY 2024</b>	\$40,000
<b>Total Expenditures</b>	<u>\$80,000</u>

**Status**

Task Force Review

Line Item ID: 105-3-0004



**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 Curriculum

**Account Number**

65065

**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**

USD 105 will purchase a new math program at RCHS to address the learning loss of students as a result of the pandemic.

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

Task Force Review

Line Item ID: 105-3-0005

**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 Instr Support

**Account Number**

65090

**Function Code**

2100 - Support Services (Students)

**Object Code**

978 - K-12 At-Risk

**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**

As a result of the COVID Pandemic, USD 105 will purchase and expand our Social-Emotional Programs to ensure the well being of mental health of students within our district.

**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** \$40,000**Status**

Task Force Review

Line Item ID: 105-3-0006

**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 Equipment

**Account Number**

65060

**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**

USD 105 will purchase 125 Chromebooks to ensure all students have a working, dependable device. As a result of COVID, USD 105 has found our current technology inadequate to meet the needs of students and staff. USD 105 will update the RCHS Computer lab with 17 MAC Mini's. As a result of COVID, USD 105 has found our current technology inadequate to meet the needs of students and staff. USD 105 will purchase 15 SMARTBOARDS to complete the replacement of SMARTBOARDS in all classrooms. As a result of COVID, USD 105 has found our current technology inadequate to meet the needs of students and staff.

None of the purchases fall above the individual device cost and are not required to have the attached form completed.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$107,000
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	\$107,000

**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)

# ESSER III APPLICATION FOR D0210

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>
Hugoton Public Schools	529 S Main St, Hugoton, KS 67951	529 S Main St, Hugoton, KS 67951
<u>Superintendent Name</u>	<u>Superintendent E-mail Address</u>	<u>Superintendent Phone Number</u>
Adrian Howie	adrian.howie@usd210.org	(620) 544-4397

## Authorized Representative of the District Information

<u>Name</u>	<u>Position of Title</u>	<u>E-mail Address</u>	<u>Phone Number</u>
Adrian Howie	Superintendent	adrian.howie@usd210.org	(620) 544-4397

<u>Other District Representative 1 - Name</u>	<u>Other District Representative 1 - E-mail Address</u>
Davonna Daharsh	davonna.daharsh@usd210.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://5il.co/1i0xx>

## 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 hired an additional school nurse to help support testing, communicating with parents and staff regarding quarantines, checking symptoms and contact tracing the nurse's aides are critical to keeping our buildings open. In addition, we continue to need a steady supply of masks, gowns and gloves due to mask mandates and keeping symptomatic persons secluded as needed. We continue to sanitize our buildings and vehicles on a regular basis. We continue to need additional supplies of sanitizer sprays and wipes. We also purchase extensive supplies of hand sanitizer.

## 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 plans, focus groups of students both at the middle and high school level were conducted to help us identify possible ways to expend funds. 10 middle school students and 20 high school students participated in focus groups. Upgrading technology, creating relevant and engaging instruction, and providing opportunities for credit to be recovered or earned over the summer were prevailing themes identified.

## **Families**

Throughout the pandemic, engagement of families has been an important focus for our district. Feedback from building and district site councils (20 parents), parent-teacher conferences (35-40 parents), and focus groups (20 parents) have allowed us to garner input on how we can use ESSER money to advance the district and provide for the learning of each individual child. Better communication regarding student academic achievement, attendance, and academic plans was one area identified. Enhancing the quality of instruction and providing additional time and resources for staff was also identified as areas we could invest time, energy, and resources.

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

Administration (5 building and 7 district level administrators/department heads) within the district meets regularly to review the needs of each building. Additionally, administration meets with Special Education leadership to identify needs of both regular and SPED identified students. As part of these administrative conversations, we are constantly looking at data regarding student academic achievement on both formative and summative assessments. We then work to identify learning loss and academic achievement gaps to be addressed in each building. These strategies are meant to increase the academic achievement of all students, across all subgroups. Items identified for consideration include: professional learning for staff to increase rigor and engagement, upgrade technology and infrastructure, and instructional coaching.

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

Focus groups such as the Superintendent's Advisory Council, the eWT Teacher Cadre, and conversations with the Hugoton Education Association have all been consulted regarding areas to be addressed. Additional time for focused PLC and collaboration has been identified as one area in which we could focus resources.

## **Tribes**

USD 210 does not have any tribal lands within district boundaries. USD 210 has no students self identified as Native American's within the system.

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

The Kansas Action for Children was contacted and consulted regarding areas we should consider.

## **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 representative staff members of subgroups identified within our system. Students with disabilities, English Learners, Homeless/foster care, and migrant subgroups were all represented in these conversations.

SPED - The district worked with the SPED Cooperative, SPED teachers, and special education students to identify areas of support the district could provide. 16 people provided input that said additional instructional support and professional learning centered around reading and differentiated instruction would help SPED students. Instructional technology that could adapt to SPED needs was also identified.

ELL - The 2 district ESL coordinators worked with administration and english learner families to identify ways the district could continue to support ELL students. 15 students and their families provided feedback that identified technology, instructional strategies and instructional support, and assessment measuring tools could all benefit ELL students.

Homeless - The district homeless coordinator and building counselors worked with families who classify as homeless to determine areas we could provide additional support. 6 families provided insights that said after school and summer programs help their children by giving them additional safe learning locations for their children.

Foster Care - At this time, we do not have any foster care students housed in our district.

Migrant - As part of the migrant program, families met with the migrant coordinator multiple times per year. During these meetings, 10 families identified providing additional extended learning opportunities like summer school and after school programming as ways we could spend ESSER dollars.

Incarcerated - We do not have a juvenile detention center within our district boundaries, nor do we have any current students in the juvenile detention system we are trying to reintegrate back into the district.

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

The general public has had opportunities to provide insights regarding our Covid response and recovery plans. Small focus groups, discussion at the county economic development council, site councils, and board meetings have all provided places for idea generation and feedback. These opportunities have allowed us to seek input across multiple sectors of the community that represent the various demographics represented in USD 210. In all, 52 community members provided feedback on needs we could use ESSER money to address. Ideas the general public suggested included: infrastructure enhancements like windows and ventilation; technology devices for students; and extended learning opportunities. These were all taken under advisement.

### **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 210 has just under 1,100 students ranging from 3 years old through 12th grade. While students had educational opportunities through remote learning, this did not meet the needs of all students. The 2021-22 school year started on time but has had its own challenges with both students and staff being sick and/or out on quarantine contributing to low attendance rates, chronic absenteeism, learning loss, and disengagement. Initially, our 2020-2021 chronic absentee data showed improvement as students wanted to be in school. While the rest of the state saw chronic absenteeism grow, our numbers improved from around 19% to just over 12%. While we saw an initial improvement, as the pandemic continued, we saw our absentee numbers spike last year. Our Chronic absentee numbers grew to greater than 27% of our student population. This has had a direct impact on the learning that has taken place in our buildings. Academic achievement measured by the KAP showed significant drops from 2018-2019 and the 2020-2021 assessment. Even though we have worked to address the learning loss that has occurred due to absences caused by the pandemic, our % of students achieving levels 3 or 4 in math and reading are still below the level they were at prior to the pandemic. Analysis of this data shows that a focus in grades 4,5, 7, and 8 for math and 5th grade ELA is warranted. Our KCTC data along with our SAEBRS data show that students mental health needs 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)**

Over 20% of our ESSER funds will address the academic impact of lost instructional time. Providing high quality professional learning that focuses on rigorous engaging instruction along with adding time for teachers to collaborate on data focused PLC's are areas we plan to address using these funds. Additionally, providing after-school extended learning opportunities for students to work on academic and application skills of their learning will be continued. We have had an increase in participation of summer learning opportunities since the pandemic. We plan to utilize these opportunities to help address learning loss and provide credit recovery for older students. Finally, we plan to utilize funds to pay for instructional coaching for our staff. This coaching will focus on increasing the rigor and engagement of instruction taking place in each building.

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

Additional ESSER Funds will support the implementation of public health protocols required for the operation of school facilities, and provide an refresh of instructional technology for staff and students. This will help with connectivity both academically and socially should we be required to transition back to a remote learning environment. This refresh will also ensure that students have current technology in which to access 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.**

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

## Allocations

	Direct Allocation	True Up Allocation	Total Allocation		20% Minimum
ESSER III Allocations	\$1,611,822	\$0	\$1,611,822	ESSER III Allocations	\$322,365
Approved Total	\$0	\$0	\$0	Approved Total	\$0
Amount Left	\$1,611,822	\$0	\$1,611,822	Amount Still Needed	\$322,365
In Review Total	\$1,584,834	\$0	\$1,584,834	In Review Total	\$636,834
Amount Left	\$26,988	\$0	\$26,988	Amount Still Needed	\$0

## Line Items

ID	Allocation Type	Learning Loss	Function Code	Object Code	Allowable Use	Total Expenditures	Status
210-3-0001	Direct	True	2211	650	12	\$68,973	Task Force Review
210-3-0002	Direct	True	2211	650	12	\$49,261	Task Force Review
210-3-0003	Direct	True	1000	111	3	\$280,000	Task Force Review
210-3-0004	Direct	True	2211	650	12	\$16,000	Task Force Review
210-3-0005	Direct	True	1000	111	3	\$47,600	Task Force Review
210-3-0006	Direct	False	1000	111	3	\$48,000	Task Force Review
210-3-0007	Direct	True	1000	111	11A	\$100,000	Task Force Review
210-3-0008	Direct	True	1000	121	11A	\$75,000	Task Force Review
210-3-0010	Direct	False	1000	730	9	\$900,000	Task Force Review

## Line Item Details

Line Item ID: 210-3-0001

**Allocation Type**

Direct Allocation

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

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

**Account Name**

Curriculum Software

**Account Number**

65-00-2211-650-00

**Function Code**

2211 - Supervision of Improvement of Instruction Services

**Object Code**

650 - Supplies-Technology Related

**Allowable Use**

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

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

Purchase iReady software and tiered support manuals/workbooks for students identified as needing tier 2 or tier 3 support as a result of learning loss during the COVID 19 pandemic.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$33,973
<b>Budgeted Expenditures in SFY 2024</b>	\$35,000
<b>Total Expenditures</b>	\$68,973

**Status**

Task Force Review

Line Item ID: 210-3-0002

**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**

65-00-2211-650-00

**Function Code**

2211 - Supervision of Improvement of Instruction Services

**Object Code**

650 - Supplies-Technology Related

**Allowable Use**

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

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

Fastbridge and NWEA MAP assessments to identify individual student learning loss as a result of the COVID-19 pandemic.

<b>Budgeted Expenditures in SFY 2021</b>	\$11,908
<b>Budgeted Expenditures in SFY 2022</b>	\$12,353
<b>Budgeted Expenditures in SFY 2023</b>	\$12,500
<b>Budgeted Expenditures in SFY 2024</b>	\$12,500
<b>Total Expenditures</b>	\$49,261

**Status**

Task Force Review

Line Item ID: 210-3-0003



**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 Staff Salaries

**Account Number**

65-00-1000-111-00

**Function Code**

1000 - Instruction

**Object Code**

111 - Full-Time Certified Salaries

**Allowable Use**

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

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

Add an additional hour per week for teacher contracts to implement Professional Learning Communities. This dedicated time will allow them to work as teams at identifying and implementing strategies to address learning loss, as a result of the Covid-19 pandemic.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$280,000
<b>Total Expenditures</b>	\$280,000

**Status**

Task Force Review

Line Item ID: 210-3-0004

**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**

District Software

**Account Number**

65-00-2211-650-00

**Function Code**

2211 - Supervision of Improvement of Instruction Services

**Object Code**

650 - Supplies-Technology Related

**Allowable Use**

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

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

Purchase and implement data dashboard system to compile all student academic data in one location. This allows staff to better identify student learning loss, attendance issues, and academic problems as well as increase the communication with parents regarding academic achievement of each child. As a result of challenges experienced during the COVID-19 pandemic, increased communication with parents and amongst staff regarding academic performance, should help recover learning loss as a result of the pandemic.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$8,000
<b>Budgeted Expenditures in SFY 2024</b>	\$8,000
<b>Total Expenditures</b>	\$16,000

**Status**

Task Force Review

Line Item ID: 210-3-0005

**Allocation Type**

Direct Allocation

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

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

**Account Name**

Certified Staff Salaries

**Account Number**

65-00-1000-111-00

**Function Code**

1000 - Instruction

**Object Code**

111 - Full-Time Certified Salaries

**Allowable Use**

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

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

Contract out Instructional Coaching for teachers , to increase rigorous teaching to address learning loss as a result of the Covid-19 pandemic.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
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<b>Budgeted Expenditures in SFY 2022</b>	\$0
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<b>Budgeted Expenditures in SFY 2023</b>	\$22,600
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<b>Budgeted Expenditures in SFY 2024</b>	\$25,000
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<b>Total Expenditures</b>	\$47,600
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**Status**

Task Force Review

Line Item ID: 210-3-0006

**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**

Certified Staff Salaries

**Account Number**

65-00-1000-111-00

**Function Code**

1000 - Instruction

**Object Code**

111 - Full-Time Certified Salaries

**Allowable Use**

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

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

Professional Learning for staff, to provide increase in knowledge, application, skill, and rigor of teaching to help address learning loss as a result of the COVID-19 pandemic. The district has reached an agreement with Apple Professional Learning Specialists to provide support and training for all staff regarding including research based tech engagement strategies in daily lessons. This will increase the rigor of instruction as well as engagement of students, helping to address learning that has occurred.

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

<b>Budgeted Expenditures in SFY 2023</b>	\$0
--	-----

<b>Budgeted Expenditures in SFY 2024</b>	\$48,000
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<b>Total Expenditures</b>	\$48,000
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**Status**

Task Force Review

Line Item ID: 210-3-0007

**Allocation Type**

Direct Allocation

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

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

**Account Name**

Certified Staff Salaries

**Account Number**

65-00-1000-111-00

**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**

Provide an academic and application based after school program for students who have been identified as having learning loss as a result of the Covid-19 pandemic. The USD 210 after school program provides a safe environment for students to work on homework completion and enrichment activities. A director, 6 teachers, and 6 student aides provide this opportunity for 150-200 students. There is no cap for student enrollment. Any child who chooses to attend, is allowed.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$100,000
<b>Total Expenditures</b>	\$100,000

**Status**

Task Force Review

Line Item ID: 210-3-0008

**Allocation Type**

Direct Allocation

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

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

**Account Name**

Classified Staff Salaries

**Account Number**

65-00-1000-121-00

**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**

Provide enrichment and recovery focused summer learning program for students.. This is necessitated by learning loss as a result of the Covid-19 pandemic. 15 teachers and 8 high school student counselors provide this opportunity for our students. We do not put a cap on the number of students allowed in the summer school program, and have serviced between 140-150 students the past few summers. We are exploring the need to expand summer learning opportunities for middle school aged students as well as credits for high school students.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$75,000
<b>Total Expenditures</b>	\$75,000

**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**

Technology Equipment

**Account Number**

11-00-1000-730-00

**Function Code**

1000 - Instruction

**Object Code**

730 - Equipment

**Allowable Use**

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

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

District technology refresh of staff and student ipads/laptops including the addition of computer labs. This will help ensure current devices and increase connectivity between staff and students, should we need to move to a remote setting due to Covid-19. It will also ensure all students have access to technology to help them with learning activities and learning growth. Items to be purchased: 360 ipads with cases and apple care for students in grades PreK-2 at a cost of \$377.95 per device; 880 ipads with touch pad cases and apple care for students in grades 3-12 at a cost of \$442.95 per device; 130 ipads with touch pad cases and apple care for staff at a cost of \$442.95 per device; 130 student macbook airs to be used in mobile carts and checked out by teachers at a cost of \$978 per device; 90 staff macbook airs to be used in daily teaching at a cost of \$1,078 per device; 20 iMac (desktops) to be used in student computer labs at a cost of \$1,329.05 per device.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$900,000
<b>Total Expenditures</b>	\$900,000

**Status**

Task Force Review

# ESSER III APPLICATION FOR D0212

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>
Northern Valley	512 W Bryant, Almena, KS 67622	PO Box 217, Almena, KS 67622
<u>Superintendent Name</u>	<u>Superintendent E-mail Address</u>	<u>Superintendent Phone Number</u>
Ken Tharman	ktharman@nvhuskies.org	(785) 669-2445

## Authorized Representative of the District Information

<u>Name</u>	<u>Position of Title</u>	<u>E-mail Address</u>	<u>Phone Number</u>
Ken Tharman	Superintendent / HS Principal	ktharman@nvhuskies.org	(785) 669-2445

## 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.nvhuskies.org/documents/district-info/215146>

## Use of Funds for CDC Guidance

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

ESSER 3 funds will be used to implement prevention and mitigation strategies that are, to the greatest extent practical, consistent with the most recent CDC guidance on reopening schools. The district will use ESSER 3 funds to implement the following strategies to address prevention and mitigation:

- Cleaning services which ensure building sanitation and disinfection which prevents the spread of Covid-19
- Increased use of learning space for meeting physical distancing guidelines
- Planning for, coordinating, and implementing activities during long-term closure
- Ensure technology access, technical support, Zoom licenses, etc are current and meet distance learning requirements
- Providing transportation that allows students to meet physical distancing guidelines, etc.

## Stakeholder Engagement

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

### Students

The principal consulted with students via community survey and student organizations to discuss the proposed ESSER 3 plan. The surveys were sent out via text as well as placed on the school website. Thirteen point nine percent (13.9%) of the respondents were students of Northern Valley Schools. The following were recognized as needs: facility upgrades, additional instructional materials, and additional technology. Our ESSER 3 plan took those items into consideration while developing the application.

## **Families**

The district met with Site Council members to review the ESSER 3 plan on December 6th, 2022. This meeting consisted of community members including teachers, parents, administrators, and business owners. The results of the survey that was sent out was discussed and was very productive. There were a total of twenty-four (24) parents that responded to the survey. Sixty – six percent (66%) of the respondents identified themselves as parents/community members. They also identified if they had students enrolled at Northern Valley: Forty percent (40%) – Elementary, twenty-three percent (23%) – Middle School, sixty percent (60%) – High School and fourteen percent (14%) – not applicable. The requested items for use of the funds were: facility upgrades, additional instructional materials, additional employees for academics, summer learning or enrichment opportunities, and after school tutoring. Our ESSER 3 plan took those items into consideration while developing the application.

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

The ESSER 3 discussions have been a part of the monthly SPED Cooperative meetings and weekly school administration meetings. The main need of the district is transportation due to the fewer numbers of students on buses due to Covid precautions. The air quality of the gymnasium was the second priority identified. This facility was built in 1959 and the movement of air is not sufficient for Covid guidelines. Technology was the third priority identified by these groups since our iPads are all refurbished purchases.

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

The district has worked directly with our teacher in regular staff, Site Council, Wellness Committee, and District Leadership Team meetings. There was also a survey sent out via text and on the school website to gather input. Ten percent (10%) of the respondents identified themselves as teachers at Northern Valley. The Northern Valley Educators Association (NVEA) meet regularly (3X / year) and the topic of ESSER funding was a part of those meetings. I believe it is important to say that we have a total of 18 teachers and they are all involved on different committees throughout the district, so they have been a part of these discussions, as well as in charge of some, throughout the process. Discussions have included a variety of topics: transportation, building upgrades, weight room upgrades, technology upgrades, new locker rooms, water fountains, curriculum, professional development opportunities, and additional employees. After much discussion, it was decided to continue supporting the district technology coordinator that was hired using ESSER 2 funds; however, with the district belonging to the SPED Cooperative, the hiring of school counselors, social workers, or psychologists, would create a conflict. The SPED Cooperative is the entity for those hires; we would support that effort. School facility repairs and maintenance is a priority. Many of the conversations centered around improving air quality and air flow in our buildings; MS – 1917, GS – 1923, HS – 1924, and Gym – 1959. This led to the discussion associated with transportation. Adding a couple good used buses to the transportation schedule will allow less students on one bus for reduced exposure risks. Our ESSER 3 plan took those items into consideration while developing the application.

## **Tribes**

There are no known Tribal residents in the community. There are no students identified in our student information system as Native American. The survey sent out also had an opportunity for anyone to identify as Native American; there were none.

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

Contact was made with the Kansas Action for Children. Although we reached out to this organization, we did not get a response. Through our ESSER 3 application, Northern Valley plans to incorporate several of the interventions to assist students with disabilities including after school tutoring, and additional health access.

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

We have collaborated with the Northwest Kansas Educational Service Center (NKESC) in Oakley and North Central Kansas Special Education Cooperative (NCKSEC) in Phillipsburg, and Kansas Kids @ GEARUP (Mark Richetts). Communications through email were made with the cooperatives and education service centers to gain their input. Additionally, a survey was sent out. This allowed individuals to include their input and to identify themselves (if applicable) in any of these subcategories. This was to ensure that all students who are homeless, have disabilities, are ELL, are migratory or in foster care had representation and a voice in these discussions. If we did not receive feedback from the subgroups in our surveys, we reached out to the NKESC, NCKSEC, GEARUP, and reviewed student information in PowerSchool to locate students who identify with this subgroup. Students in these subcategories will be provided tutoring services to combat learning loss due to Covid-19. The results of the survey response were:

Homelessness - Communications through email were made with the cooperatives and education service centers to gain their input. Additionally, a survey was sent out. This allowed individuals to include their input and to identify themselves (if applicable) in any of these subcategories. The survey results did not have any responses to those that are identified as homeless students. We reached out to the NKESC, NCKSEC, GEARUP, and reviewed student information in PowerSchool to locate students who identify with this subgroup. There were none.

Disabilities- Communications through email were made with the cooperatives and education service centers to gain their input. Additionally, a survey was sent out. This allowed individuals to include their input and to identify themselves (if applicable) in any of these subcategories. The survey results indicated that three percent (3%) of the respondents had students / or were students, with disabilities. The cooperatives indicated they will use the funds for professional & technical services (Acellus & Q – interactive site licenses) and cleaning services (supplies to clean surfaces).

English Learners – Communications through email were made with the cooperatives and education service centers to gain their input. Additionally, a survey was sent out. This allowed individuals to include their input and to identify themselves (if applicable) in any of these subcategories. The survey results indicated that three percent (2.8%) of the respondents had students / or were English Language Learners. The cooperatives indicated they will use the funds for professional & technical services (Acellus & Q – interactive site licenses) and cleaning services (supplies to clean surfaces).

Migratory students- Communications through email were made with the cooperatives and education service centers to gain their input. Additionally, a survey was sent out. This allowed individuals to include their input and to identify themselves (if applicable) in any of these subcategories. The survey results did not have any responses to those that are identified as migratory students. We reached out to the NKESC, NCKSEC, GEARUP, and reviewed student information in PowerSchool to locate students who identify with this subgroup. We attempted to get feedback from them but were unsuccessful. The student information system had no identified students.

Foster care – Communications through email were made with the cooperatives and education service centers to gain their input. Additionally, a survey was sent out. This allowed individuals to include their input and to identify themselves (if applicable) in any of these subcategories. The survey results did not have any responses to those that are identified as being in foster care. We reached out to the NKESC, NCKSEC, GEARUP, and reviewed student information in PowerSchool to locate students who identify with this subgroup. We attempted to get feedback from them but were unsuccessful. We did identify two students in our system that are in the foster system. Students in this subcategory will be provided tutoring services to combat learning loss due to Covid-19.

The culmination of the survey results, communications with cooperatives, and those items discussed at Site Council, parent meetings, etc. were: They felt the following would be beneficial for students: summer learning or enrichment opportunities (27.3%), after school tutoring options (24.2%), additional instruction materials (27.3%), and additional technology options (33.3%). We do not currently have students who are incarcerated; however, all other groups have been represented and taken into consideration while developing the ESSER 3 application.

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

The district conducted a Site Council meeting and local school board meetings where the topic of the ESSER 3 funding was on the agenda. These meetings are open to the public and allow public input. To get further information a survey was sent out via text and published on the school website. There were a total of 36 responses, representing sixty-seven percent (67%) of the respondents, that identified themselves as members of the community. Forty percent (40%) of the respondents had students in GS, forty-five percent (45%) had student in MS/ HS, and fifteen percent (15%) did not have any kids in school. The items at the top of the discussion list included additional instructional materials (51%), additional technology (33%), facility upgrades and offering more teacher professional development opportunities (57%). Our ESSER 3 plan took those items into consideration while developing the application.

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

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

Northern Valley is a small, rural 1A school nestled between northern Norton and Phillips Counties. The Almena and Long Island buildings have a great history. They were constructed in 1924 and 1917 respectfully. Over the years, there have been fires, additions, reshaping, repairs, and modifications. Over the past 100 years, the population of rural Kansas area has continually decreased. There is evidence of this along every paved and gravel road. Old barns that have fallen into disrepair, houses that are no longer inhabited, windmills that are now an island in a field. These are reminders of the changing world in which we live, but they are each a monument to the way of life we choose to live. The distance between the houses has increased, but technology and our shared values of education and family have strengthened the bonds of those in the valley. The Northern Valley School District is the center of our community. The small classroom size allows for more one-on-one student/teacher interactions. During the past two and a half years, the impact of Covid – 19 has hit every community in the world, even our rural area. ACT scores have been on a slow decline (2% yearly), State Assessment scores are down (3%), absenteeism is on the rise (7%), and students attending post-secondary education has declined (15%). There has been an increased number of students that are attending sessions outside the school on a weekly basis at local mental health facilities as well. To provide increased resources, motivational speakers, drug and alcohol prevention, suicide prevention, sexual and domestic abuse services have been brought in to speak with students. These contacts have shared that students are indeed using their contacts. In addition, the district continues to have staffing shortages. Many of those are related to continued bouts with Covid and some substitutes have become more selective in helping with teaching.

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

The LEA is required to use twenty percent of its ESSER 3 funds to address the academic impact of learning loss through the implementation of evidence-based interventions. Northern Valley Schools will allocate \$49,173 of its ESSER 3 funds on the following strategies to address lost instructional time:

- Purchasing educational technology (hardware, software, and connectivity) for students to assist in the interaction between students and instructors
- Providing mental health services and supports (such as social and emotional curriculum)
- Provide time on Fridays (we have a four-day school week) for students to gain extra help on assignments
- Evidence-based supplemental curriculum to address standards-mastery and ensure academic growth

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



The district will dedicate the remaining funds to provide high-quality instructional initiatives, which could include growth assessments, benchmarks and summative/formal measures, and other online learning tools. It will also use funds for maintenance, building improvements and additional transportation to ensure social distance guidelines are in place to limit the spread of Covid - 19.

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

To help ensure social, emotional, and mental health needs of all students, and particularly those students disproportionately impacted by the COVID-19 pandemic (disadvantaged, minorities, English learners, children with disabilities, students experiencing homelessness), Northern Valley School will dedicate funding for additional professional development for staff. Continued relationship with the local SPED cooperative to ensure the availability of support personnel for the academic, social, emotional, and mental health needs of all students are being met. In addition, Northern Valley Schools has reached out to High Plains Mental Health to secure services in addition to the local cooperative. In addition, learning loss tutors will be made available for all students to ensure they have equitable access to interventions and resources.

## Allocations

	Direct Allocation	True Up Allocation	Total Allocation		20% Minimum
ESSER III Allocations	\$246,039	\$0	\$246,039	ESSER III Allocations	\$49,208
Approved Total	\$0	\$0	\$0	Approved Total	\$0
Amount Left	\$246,039	\$0	\$246,039	Amount Still Needed	\$49,208
In Review Total	\$231,208	\$0	\$231,208	In Review Total	\$49,208
Amount Left	\$14,831	\$0	\$14,831	Amount Still Needed	\$0

## Line Items

ID	Allocation Type	Learning Loss	Function Code	Object Code	Allowable Use	Total Expenditures	Status
212-3-0001	Direct	False	1000	650	9	\$30,000	Task Force Review
212-3-0003	Direct	False	2200	120	12	\$100,000	Task Force Review
212-3-0004	Direct	True	2200	120	12	\$49,208	Task Force Review
212-3-0005	Direct	False	2710	730	16	\$52,000	Task Force Review

## Line Item Details

Line Item ID: 212-3-0001

### 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

7

### Function Code

1000 - Instruction

### Object Code

650 - Supplies-Technology Related

### Allowable Use

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

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

Purchase of new iPads / 70 iPads will cover grades K - 5. These up - to - date units will be compatible with our management system when remote learning is necessary, due to 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** \$30,000

### Status

Task Force Review

Line Item ID: 212-3-0003

**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**

7

**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**

Salary for technology director to continue operation and maintenance of computers, servers, and equipment./ When Covid hit in 2020, we found the necessity to hire a technology director 20 hours / week to help monitor, troubleshoot, and manage devices, students, and staff. We can continue to keep this employee on up until September 2024 by using these funds.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$48,000
<b>Budgeted Expenditures in SFY 2024</b>	\$52,000
<b>Total Expenditures</b>	<u>\$100,000</u>

**Status**

Task Force Review

Line Item ID: 212-3-0004

**Allocation Type**

Direct Allocation

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

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

**Account Name**

Federal

**Account Number**

7

**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**

Extra help to address learning loss, these teachers will work with at-risk students both during the day for study skills and during our enrichment time to address lower test scores and get them back to grade level. /The plan is to hire 3 teachers (one per building) ... once a week (on the day we do not have school because we are a four day school week).

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$49,208
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$49,208</u>

**Status**

Task Force Review

Line Item ID: 212-3-0005

**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**

7

**Function Code**

2710 - Vehicle Operation

**Object Code**

730 - Equipment

**Allowable Use**

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

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

Purchasing good used vehicle to keep students at appropriate distance during transport to school. The purchase of a good used 25 – 40 passenger bus will allow our students to spread out more on routes. This will improve the air quality and lessen the chance of cross contamination should Covid-19 be contracted by a student/ staff member.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$52,000
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$52,000</u>

**Status**

Task Force Review

**Line Item Comment from KSDE**

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

# ESSER III APPLICATION FOR D0220

Status

Task Force Review

## KSDE Application Comments

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

## Current Directory Information

<b><u>District</u></b>	<b><u>Address</u></b>	<b><u>Mail Address</u></b>
Ashland	311 J.E. Humphreys St., Ashland, KS 678310187	P.O. Box 187, Ashland, KS 678310187
<b><u>Superintendent Name</u></b>	<b><u>Superintendent E-mail Address</u></b>	<b><u>Superintendent Phone Number</u></b>
Paula Rice	price@usd220.net	(620) 635-2814

## Authorized Representative of the District Information

<b><u>Name</u></b>	<b><u>Position of Title</u></b>	<b><u>E-mail Address</u></b>	<b><u>Phone Number</u></b>
Paula Rice	Superintendent	price@usd220.net	(620) 635-2220
<b><u>Other District Representative 1 - Name</u></b>		<b><u>Other District Representative 1 - E-mail Address</u></b>	
Emily Evans		eevans@usd220.net	
<b><u>Other District Representative 2 - Name</u></b>		<b><u>Other District Representative 2 - E-mail Address</u></b>	

## Plan for Safe Return

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

[https://cdn5-ss11.sharpschool.com/UserFiles/Servers/Server\\_273732/File/USD220%20Plan%20for%20Safe%20Return%20to%20In-Person%20Instruction%20and%20Continuity%20of%20Service.pdf](https://cdn5-ss11.sharpschool.com/UserFiles/Servers/Server_273732/File/USD220%20Plan%20for%20Safe%20Return%20to%20In-Person%20Instruction%20and%20Continuity%20of%20Service.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 support student learning and closure of the gap caused by the pandemic shut down through direct instructional supplies and staff intervention, social-emotional resources for students/families, and better learning environments providing collaborative, flexible, and hands-on learning opportunities. These funds will also provide the opportunity for us to take a proactive approach toward sanitization and health precautions through upgraded surfaces that are non-porous and able to be properly sanitized.

## 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

Assembly held with students 6-12 explaining funds, what funds were for, and what their voice meant. A survey was then sent out electronically to collect their feedback, views, ideas, and needs and time was given during their seminar class to complete the survey with adult help as needed. 6 of 85 students chose to participate in the survey. Facilities was a major concern of the students.

## **Families**

Due to some previously misleading information on a different survey sent out the year prior, USD 220 chose to not push a survey out to our families and community regarding ESSER. We instead held a community open town-hall event providing information on ESSER funds, past use, gaps, and data. Groups had open discussion through a guided information collection tool containing the categories of ESSER allowable expenditures, current district practices, and data on learning, learning gaps, etc. This event was open to all families and community members. It was actively advertised through all available outlets for 4 weeks prior to the event including emails, texts, and message reminders to all families on several occasions. 31/126 families in district were represented. Academic intervention, adequate qualified staffing, social-emotional support, and facility needs were the primary needs identified by families.

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

District administrators met to evaluate all information collected from students, families, staff, tribes, civil rights organization, and our special education cooperative, coupled with the information collected through the district/building needs assessments, assessment data, information from the Board of Education, and collectively determined priority for expenditures based on all of this information. Our district consists of 2 FTE administrators. The Administration met with the Director of Special Education for SKACD Interlocal #613 multiple times throughout this process.

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

We have a total certificated staff of 19 members, of which 6 represent the Ashland Teachers' Association. A meeting was held for all faculty and staff to explain funds, what funds were for, and what the staff's voice meant. Survey then sent out electronically to collect their feedback, views, ideas, and needs. Survey sent to ALL district staff regardless of position or length of tenure. Several reminders, in-person and email, were sent for completion. 18/49 surveys were completed. Of those, 6/6 ATA members participated. Academic intervention, adequate qualified staffing, social-emotional support for staff and students, and facility needs were the primary needs identified.

## **Tribes**

Tribal groups were invited and encouraged to attend our community town hall event as stated above in "families." No tribal representatives chose to be represented at this event.

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

We do not have an extremely diverse population in our district; however, all reasonable efforts were made to reach all stakeholders. Representatives from CASA, foster care, minority, special education, low SES, tribal, various other civil rights organizations and all other subgroups were invited and encouraged to attend.

We also reached out to the Wichita branch of the NAACP, the Disability Rights Center, and the Kansas Action for Children groups. Of those groups, we received feedback from the Disability Rights Center and the Kansas Action for Children groups. Both groups offered suggestions that were considered during planning of these funds. Suggestions from the Kansas Action for Children included support from a Social Worker/additional mental health and retention pay for teachers. The Disability Rights Center supported our use of funds for additional mental health support staff, professional development for differentiation and support, and after-school tutoring in order to help students with disabilities bridge an already existing gap that has grown greater since the pandemic.

Several civil rights organizations and disability rights organizations were present for the community town hall event/ESSER discussions. We had representation as follows:

Of 35 attendees:

- 3 represented minority groups
- 1 stated representation of "other civil rights group" with an unspecified designation

Academic intervention and adequate qualified staffing were the primary needs identified by civil rights and disability rights organizations present.

## **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**

Of 35 attendees at the community town hall event:

- 1 represented CASA and foster programs
- 3 represented low SES
- 3 represented ELL families
- 6 represented children with special needs
- 0 homeless students have been identified w/in district - however, a community advocate was present
- 0/3 migrant families participated

We have 2 migrant families in district. Neither responded to the invitation for input, despite follow up attempts via telephone, email, and letters sent home with students.

Academic intervention, adequate qualified staffing, social-emotional support, and facility needs were the primary needs identified by these stakeholders, along with a desire to work more closely with the school to identify and provide resources for families in need.

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

The community town hall event was designed primarily for the community members not represented in daily district activities (such as staff, parents/grandparents/families, etc.). 35 members of our community were in attendance.

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

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

The impact of the COVID-19 shutdown and the following years of recovery on all of our students, grades PreK-12, is just beginning to truly show. The biggest impact is, as predicted, on social-emotional gaps caused from lack of daily structured collaboration and replaced with digital input from social media or distance learning. When comparing data from two years prior to the COVID-19 shut down and two years post-pandemic, USD 220 has seen a decrease in KAP scores over the last five years from ranging 2 to 20 points per grade in most assessed grade levels. We have seen a significant need in social-emotional assistance emerging including a growing attitude of apathy, motivation, participation, disengagement, and social withdraw, as well as an increase in suicide attempts (5 in the last two years) among our students and an increase in significant bullying events among all ages. While we have seen a slight increase of ACT scores (an average of 1.2 pts) for juniors receiving intense intervention over the last four years, our average ACT score remains 4 points below the qualified admissions score and 10 points below the average composite score required for most scholarships.

The COVID-19 shutdown and subsequent absences caused by quarantine have had a significant impact on our students receiving special education services. This population (15% of our students) has a learning gap caused by their disabilities on average two grade levels below their same age peers. The pandemic has increased that gap for many special education students to as much as five grade levels below. Our students who are English as second language learners (approximately 7% of our students) have remained the same over the last four years as measured by the KELPA and have not been able to see gains toward proficiency. Training and professional development in diversification, reading strategies for ELL students, and behavior intervention have become critical components in closing the gaps and making gains for these special populations as well as the general education student body.

We have continuously revised our instructional strategies to be more responsive to the data and needs of our students, and we have begun to implement additional intervention measures for all populations including intense and differentiated before and after school academic assistance programs; however, the cost of staffing those intervention programs, providing quality professional development and intervention materials, and teacher coverage due to the lack of qualified substitutes is quantifiable both in time and finances. The increased behavioral needs take away from available resources to provide the environments, tools, and instruction that our student needs and significantly decreases the ability of administration to provide daily instructional coaching and support.

**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 220 will use funds to implement high quality K-12 comprehensive afterschool programs to provide individualized instruction, intervention, and support to any student in need. We will actively solicit students/families to participate in the program as well as involving our retired teachers, local youth groups, and community entities such as our library to make this a fully encompassing program. We will provide transportation for any student needing it after hours as well as nutritional options during that time.

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

Many of our surfaces are not able to be properly sanitized due to age and wear. In the process of replacing these surfaces, we will take the opportunity to recreate some of our learning environments to provide more collaborative, STEAM based, hands-on and discovery learning spaces for all students. Additionally, our transportation routes (before school, after school, and after tutoring) are so crowded that students do not have room for social distancing, and the equipment is old enough that filtration and HVAC do not provide the highest possible contaminate protection. Many of our students are in route for 45 minutes or longer exposing them to contagions for long periods of time. The addition of a newer route vehicle will allow us to create that distance and provide better filtration helping to reduce illnesses including COVID-19.

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



The addition of a Social Worker to our community and school system is critical to continue to help address mental health, address the growing situational needs caused by loss of employment/other factors caused by Covid, and foster resilience for our families following significant community trauma the last two years and the post-Covid social-emotional issues that are rampant. In addition, the addition of an Instructional Coach will provide daily intervention in the classroom for all students and staff focusing on differentiation and research-based, best-practice strategies to enhance individualized student growth. These needs being addressed will allow us focus on addressing the academic needs before the gap gets any bigger and these staff members will help to insure fidelity to programs, provision of resources, analysis of data and implementation of programs and strategies based on that data.

## Allocations

	Direct Allocation	True Up Allocation	Total Allocation		20% Minimum
ESSER III Allocations	\$320,669	\$0	\$320,669	ESSER III Allocations	\$64,134
Approved Total	\$0	\$0	\$0	Approved Total	\$0
Amount Left	\$320,669	\$0	\$320,669	Amount Still Needed	\$64,134
In Review Total	\$320,669	\$0	\$320,669	In Review Total	\$150,669
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
220-3-0001	Direct	False	2000	100	10	\$55,000	Task Force Review
220-3-0002	Direct	False	2000	200	10	\$15,000	Task Force Review
220-3-0003	Direct	True	1000	110	12	\$55,000	Task Force Review
220-3-0004	Direct	True	1000	200	12	\$15,000	Task Force Review
220-3-0005	Direct	True	1000	110	11B	\$16,000	Task Force Review
220-3-0006	Direct	True	1000	600	12	\$64,669	Task Force Review
220-3-0007	Direct	False	1000	610	1A	\$75,000	Task Force Review
220-3-0008	Direct	False	2700	600	16	\$25,000	Task Force Review

## Line Item Details

Line Item ID: 220-3-0001

### 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 Funds

### Account Number

33

### Function Code

2000 - Support 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**

Provide additional social-emotional supports and resources for students, families, and staff through a K-12 Social Worker

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

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

**Budgeted Expenditures in SFY 2023** \$0

**Budgeted Expenditures in SFY 2024** \$55,000

**Total Expenditures** \$55,000

### Status

Task Force Review

Line Item ID: 220-3-0002

**Allocation Type**

Direct Allocation

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

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

**Account Name**

ESSER III Funds

**Account Number**

33

**Function Code**

2000 - Support Services

**Object Code**

200 - EMPLOYEE BENEFITS

**Allowable Use**

10 - Providing mental health services and supports.

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

Provide additional social-emotional supports and resources for students, families, and staff through a K-12 Social Worker

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

Task Force Review

Line Item ID: 220-3-0003

**Allocation Type**

Direct Allocation

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

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

**Account Name**

ESSER III Funds

**Account Number**

33

**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 professional development and daily in-classroom coaching, along with intervention training and implementation through a K-12 Instructional Coach for teachers to address the learning gap caused by the COVID-19 pandemic

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

Task Force Review

Line Item ID: 220-3-0004

**Allocation Type**

Direct Allocation

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

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

**Account Name**

ESSER III Funds

**Account Number**

33

**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 professional development and daily in-classroom coaching, along with intervention training and implementation through a K-12 Instructional Coach for teachers to address the learning gap caused by the COVID-19 pandemic

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

<b>Budgeted Expenditures in SFY 2023</b>	\$0
--	-----

<b>Budgeted Expenditures in SFY 2024</b>	\$15,000
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<b>Total Expenditures</b>	\$15,000
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**Status**

Task Force Review

Line Item ID: 220-3-0005

**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 Funds

**Account Number**

33

**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**

Supplemental salaries for certified staff to provide quality after-school and after-hours tutoring/assistance to all students.

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

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

<b>Budgeted Expenditures in SFY 2023</b>	\$0
--	-----

<b>Budgeted Expenditures in SFY 2024</b>	\$16,000
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<b>Total Expenditures</b>	\$16,000
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**Status**

Task Force Review

Line Item ID: 220-3-0006

**Allocation Type**

Direct Allocation

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

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

**Account Name**

ESSER III Funds

**Account Number**

33

**Function Code**

1000 - Instruction

**Object Code**

600 - SUPPLIES AND MATERIALS

**Allowable Use**

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

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

Intervention and curricular materials to address differentiation, tiered instruction, individual learning needs, and close learning gaps caused by the pandemic. These purchases will include research-based print materials for reading and math intervention, individual student consumables such as customized study/skills cards, reusable graphic organizers and resource materials, math manipulatives, project-based and hands-on learning supplies, digital/web-based subscriptions for individual student intervention at their level, and classroom resources/materials for differentiation. Digital/Web-based subscriptions have not been finalized, but will be research-based programs which might include programs such as Lexia, Achieve 3000, and IXL math. The specific population being targeted is not a specific sub-group, but more of the Tier 2 and Tier 3 students - specifically at the secondary level. We have noticed an increasing downward trend on our KAP assessments that is exacerbated by other data, including Fastbridge progress monitoring, post-COVID shut down. While we have implemented an RTI program K-12, we lack solid, evidence based materials, programs, and resources to have the impact needed.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$64,669
<b>Total Expenditures</b>	<u>\$64,669</u>

**Status**

Task Force Review

Line Item ID: 220-3-0007

**Allocation Type**

Direct Allocation

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

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

**Account Name**

ESSER III Funds

**Account Number**

33

**Function Code**

1000 - Instruction

**Object Code**

610 - General Supplies and Materials

**Allowable Use**

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

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

Furniture replacement of old furniture in disrepair. New furniture will allow proper cleaning/sanitization, flexible seating, collaborative opportunities, and hands-on learning opportunities. Specific types of furniture being purchased include desks, chairs, tables, horseshoe tables, science labs, cubbies, classroom organization pieces, flexible seating pieces, pieces for our counselor's room and special education rooms for mental stimulation and deescalation, pieces that will allow us to better foster project-based, hands-on, cooperative learning opportunities, etc. Clean, healthy, stable learning environments allow children to focus and foster in the information, explore and grow with greater confidence and independence. New furniture will allow us to help continue to control the spread of infectious disease through nonporous surfaces and individual cubbie spaces to help separate children's items, etc. \*Note, no individual piece of furniture will exceed \$5000. The greatest expense anticipated per unit is not to exceed \$2500.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$37,500
<b>Budgeted Expenditures in SFY 2024</b>	\$37,500
<b>Total Expenditures</b>	<u>\$75,000</u>

**Status**

Task Force Review

**Allocation Type**

Direct Allocation

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

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

**Account Name**

ESSER III Funds

**Account Number**

33

**Function Code**

2700 - Student Transportation Services

**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**

Additional route vehicle to allow student safe distancing and proper filtered ventilation in prevention of COVID-19 and other contagions. The requested funds from ESSER dollars will offset the cost of a new vehicle (used daily for routes exceeding 100 miles round trip). The requested amount is not full purchase price. Required equipment form has been submitted.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$25,000
<b>Total Expenditures</b>	\$25,000

**Status**

Task Force Review

**Line Item Comment from KSDE**

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

# ESSER III APPLICATION FOR D0230

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>
Spring Hill	17640 W 199th St, Spring Hill, KS 66083	17640 W 199th St, Spring Hill, KS 66083
<u>Superintendent Name</u>	<u>Superintendent E-mail Address</u>	<u>Superintendent Phone Number</u>
Link Luttrell	luttrell@usd230.org	(913) 592-7200

## Authorized Representative of the District Information

<u>Name</u>	<u>Position of Title</u>	<u>E-mail Address</u>	<u>Phone Number</u>
Doug Schwinn	Director of Business	schwinn@usd230.org	(913) 592-7204

## 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.usd230.org/Page/987>

## 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 most recent CDC guidance does not require us to implement any mitigation strategies as of December 5th, 2022. The current practice is to treat covid-19 like any other illness. We continue to encourage staff and students to remain home if they are sick.

We continue to have hand sanitizer available throughout the buildings. We encourage staff and students to wash their hands frequently. Students and staff have the freedom to utilize a face mask if they so choose.

Our custodial staff do an excellent job of cleaning and maintaining our facilities. We continue to put a high priority on making sure all areas of the building are properly sanitized on a regular basis.

## Stakeholder Engagement

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



## **Students**

Students have been and will always be our #1 priority. The greatest feedback we received was from the everyday conversations that teachers, counselors, social workers, principals, and other support staff have with our students both collectively and individually. We recognized early on that students were experiencing a wide range of emotions and challenges with all the new rules that were being implemented for their safety. We made a point to listen carefully to their concerns and to offer additional support when needed. We encouraged staff to remain positive along the way so students felt like they were in a safe and welcoming environment.

We conducted a survey with all of our parents in our student database and encouraged them to not only submit a response based on their thoughts on ESSER III funding, but to also assist their children in submitting a response as well. We had a wonderful response rate from our families with 545 responses, but was only able to get 14 student responses.

The following supports received the most interest from the surveyed students:

50.0% - Expanding social and emotional learning and mental health services

50.0% - Providing additional technology for student use

42.9% - Additional personnel and staff support for academic intervention

As we collectively looked at responses from all student input over the past 2 years, we identified 3 main areas to focus our ESSER III funding; staff retention, student mental health, and learning support. We have earmarked a portion of ESSER III funds toward premium pay in hopes we can retain as many of our current staff as possible. We find this very difficult to achieve when some districts are able to offer \$4,000-\$5,000 in annual premium pay whereas we have only been able to offer \$500-\$600 in annual premium pay due to our relatively small allocation compared to districts with high title I populations. We are addressing a majority of our mental health needs with non ESSER III funding sources so that these supports will continue long after ESSER III funding has expired. Finally, we have addressed learning support through the hiring of math and reading interventionists.

## **Families**

We conducted a survey with all of our parents in our student database and encouraged them to not only submit a response based on their thoughts regarding ESSER III funds, but to also assist their children in submitting a response as well. We had a wonderful response rate from our families with 545 responses.

The following supports received the most interest from the surveyed families:

47.4% - Expanding social and emotional learning and mental health services

46.9% - Additional personnel and staff support for academic intervention

42.5% - Additional behavioral support and interventions

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

Our district administrative team, which consists of school and district administrators, including special education administration, has met every other week for the past 10+ years to discuss matters that pertain to individual buildings and the district as a whole. When the pandemic was at its peak, we found a great deal of time in these meetings were used to discuss the best way to care for students and staff.

The district administrative team not only consulted with each other, but sought advice from legal counsel and health officials to implement procedures to keep staff and students safe and also supported.

One of the biggest challenges came with staff shortages. With staff isolating for extended periods, and sometimes multiple periods of time, the need for substitutes reached levels we have never experienced. Shortages in custodial staff required us to seek outside cleaning companies to help bridge the gap when we were unable to hire additional staff.

Given Spring Hill's ESSER III allotment was much less than other districts, it was much easier for us to come to a conclusion as to where our dollars needed to go. We quickly determined to help offset learning loss, we would need to hire both reading and math interventionists. Those positions were initially funded with ESSER II funding, but ESSER III funding will allow to keep those positions in place a little longer before they must be absorbed into the district budget.

Staff retention was the 2nd major area of focus as we witnessed both teachers and administrators leave the profession as a result of the stress and frustration felt by the pandemic. We decided to offer incentive pay to not only remain competitive with area districts, but to also avoid losing good employees to the private sector where they could earn considerably more money.

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

To help give the teachers the support they need, a major focus was placed on professional development. We wanted all of our teachers to feel supported as they navigated waters not previously experienced. We have scheduled professional learning communities (PLC) on Wednesdays of full school weeks and a good portion of that time has been spent focusing on the individual needs of our students. Teachers are able to collaborate with each other and develop strategies to best meet the needs of each and every student.

We also have building level leadership teams who meet regularly to assess what we are doing right and where we need to improve. This feedback is in turn relayed back to the district administrative team to determine what interventions can be done at a district level to help all of our students be successful.

The teacher union was involved in ESSER funding discussions during negotiations. In an effort to retain staff it was mutually agreed to spend ESSER funding on premium pay in addition to the amount the district was offering. We would have liked to earmark amounts similar to neighboring districts, but our funding levels were the lowest in the state.

### **Tribes**

Although the district is unaware of any Tribal residents in the community, we do have 84 students who identify as Native American in our school information system. These families have the ability to attend site council or school board meetings if they choose. We specifically reached out to those families who identified as Native American and asked for their feedback regarding the use of ESSER III funding.

Unfortunately, not all of our Native American families responded to our survey requests, but the ones who did provided excellent feedback. We noticed strong support in offering retention incentives to keep our quality teachers from leaving. Most were also supportive of the additional reading and math interventions we hired with ESSER II funding. The most surprising feedback we received was related to the purchase of the FastBridge software. A few parents were worried about adding another layer of testing on our students without removing an existing one.

Although we sent a survey request to all parents who had students identifying as Native American, only 11 families opted to respond. When asked about the possibility of using ESSER III funds for the hiring of reading and math interventionists, 45.5% strongly agreed and another 18.2% agreed. 9.1% of respondents were neutral and none of them strongly disagreed. That left less than 1/3rd (27.3%) who disagreed.

When asked about the possibility of using ESSER III funds for offering retention incentives, and incredible 81.8% strongly agreed and another 9.1% agreed. No one was neutral and no one strongly disagreed. However, 1 respondent (9.1%) did disagree.

When asked about utilizing software to help assess student performance the results were slightly more varied. 18.2% strong agreed and another 18.2% was in the agreement category. The largest percentage were neutral at 36.4%. 18.2 of respondents disagreed, but we did have 1 respondent (9.1%) who strongly disagreed. When we read the written feedback it was clear that the major concerns were adding new testing without giving students relief on existing testing.

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

We have reached out to the ACLU of Kansas, the Kansas Human Rights Commission, and also the Kansas Action for Children. We are still waiting to hear back from two of the organizations, the following response is from the Kansas Action for Children:

Thanks for reaching out about your ESSER plans. Here are some ideas I've shared with other folks based on KAC's expertise. Forgive me, but I just snagged these from another email for expediency.

#### Early Learning & Child Care

Research clearly shows that when children participate in high quality child care and early learning opportunities, they are more prepared to enter kindergarten ready to continue learning. They also have better health outcomes, extending into adulthood. So, I suggest considering how ESSER funds could support programming for 3- and 4-year-olds so that they're less likely to fall behind academically.

You might be considering retention pay for teachers and staff. Another way to retain staff could be making sure they have child care so that they can be the best, most focused teachers possible during the pandemic. We know that child care is the root of many workforce challenges right now—people can't find it and when they do, it's unaffordable.

#### Family Support & Nutrition

For your plan, consider the home environment to which students return. Can they put food on the table? Can they pay utilities or afford rent? Do they need support from a social worker? Students will perform better academically when they're not hungry and worried about their home life. The stress created by financial insecurity can be enormous for everyone in the family.

Does your food service program need to change in response to the pandemic? I know the USDA allowed all kids to access free breakfast and lunch until recently, but are there other considerations that help address food security with students and their parents?

Those are the issues that seem top of mind for me.

I hope this helps! Please don't hesitate to reach back out if we can help further.

Jessica Herrera Russell  
Senior Communications Manager  
jessica@kac.org  
Kansas Action for Children

Our district opened a dedicated Early Childhood Center January of 2021 after remodeling a former high school that was also a former middle school. The students now have a dedicated principal and staff to ensure they are getting the best services possible. These students enjoy small class sizes and dedicated spaces that offer a rich learning environment. Our district has always placed a huge focus on early learning.

Our district partnered with the YMCA about 10 years ago to provide an after school care option for our parents. This partnership has proved to be very valuable not only to our students but the parents who are unable to pick their children up immediately following the end of the school day.

We also recognize the importance of school nutrition. During the brief time we were in remote learning, we were providing sack lunches to any family who requested one. We have made numerous improvements to our nutrition services program over the last couple years with the addition of salad bars at the elementary levels.

**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 conducted a survey with all of our parents in our student database and out of the 545 parental responses we asked them to also identify if they fell within any of the stakeholder groups.

The following supports received the most interest from those parents with a child with a disability (35 parents):

65.7% - Additional behavioral support and interventions

62.9% - Expanding social and emotional learning and mental health services

57.1% - Additional personnel and staff support for academic intervention

The following supports received the most interest from those parents with a child identified as an English Language Learner (4 parents):

3 of our 4 respondents felt an after school tutoring program was very important.

4 out of 4 respondents felt it was either important or very important for us to offer more professional development to support teacher growth.

4 out of 4 respondents felt it was either important or very important for us to invest in additional instructional materials and resources.

The following supports received the most interest from those parents with a child identified as homeless and also incarcerated (1 parent):

Very Important = No categories

Somewhat Important = Summer learning programs, after school tutoring programs, additional behavioral supports, additional instructional materials, and additional technology.

The following supports received the most interest from those parents with a child identified as foster care (5 parents):

4 of our 5 respondents felt it was either important or very important to expand social and emotional learning and mental health services.

3 out of 5 respondents felt it was either important or very important for us to offer more professional development to support teacher growth.

3 out of 5 respondents felt it was either important or very important for us to invest in additional instructional materials and resources.

3 out of 5 respondents felt it was either important or very important for us to offer additional extra-curricular activities

The following supports received the most interest from those parents with a child identified as underserved (2 parents):

1 out of 2 respondents felt it was very important to offer additional instructional materials and to also provide additional technology

1 out of 2 respondents felt it was important to expand social and emotional learning and mental health services and to also offer additional extra-curricular activities.

All other categories fell into the somewhat important to not important classification.

In conclusion, we found very favorable feedback regarding the quality of our staff. Students in several of the above mentioned populations do better when they get to work with the same instructors over multiple years. As a result, we felt we had strong support towards earmarking ESSER III funds towards premium pay and the hiring of reading & math interventionists.

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

We have provided numerous opportunities for the public to be involved from surveys, to communications via social media and the district website, and also by public participation at school board and site council meetings. Our regularly scheduled board meetings are recorded and shown live on YouTube giving the public the opportunity to follow board action and to respond with any concerns they might have.

Our superintendent and other district staff members are part of other local organizations such as Rotary and the Chamber of Commerce . We also have a good working relationship with the City of Spring Hill and the Spring Hill Recreation Commission. Staff attendance at these meetings allow us to connect with the leaders of our community and to gain honest feedback regarding how the district is doing.

The survey that specifically dealt with ESSER III funding that we sent to all of our parents in our student database we also distributed to our Chamber of Commerce. We had 17 respondents.

47.1% - Additional personnel and staff support for academic intervention

41.2% - Additional behavioral support and interventions

35.3% - Expanding social and emotional learning and mental health services and also summer learning programs

In conclusion, our public was very clear they felt our teachers were doing a great job and wanted to see ESSER III funding go towards staff retention. As mentioned previously, we have earmarked more than 50% of our ESSER III allotment towards premium pay. We wish we could have offered far more, but given the ESSER III funding distribution was based on title I population our funding level was much lower per student than most districts in the state.

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

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

It is important to note where Spring Hill fell in regards to overall funding for ESSER I, II, and III combined. The national average per student was \$3,830. The Kansas average per student was only \$2,697. The Spring Hill average per student was only \$1,126. As a result Spring Hill was near the bottom in funding not only in Kansas, but nationally.

Decisions that were made regarding ESSER I and ESSER II funding dictated to a large extent how we budgeted our ESSER III funding. The \$96,919 from ESSER I was all spent during FY21:

- \$23,995 - Staff doing temperature checks on students/staff
- \$16,567 - Staff professional development relative to teaching during covid
- \$56,397 - New staff for ORL (partial cost)

The \$437,942 for ESSER II covered FY21 & FY22:

- \$97,833 - New staff for ORL (remainder not covered by ESSER I)
- \$161,901 - Office aides/additional custodial at all buildings
- \$133,392 - Additional custodial services for cleaning buildings
- \$44,816 - Cleaning supplies/PPE

The \$557,004 for ESSER II -PSA covered FY22 & FY23:

- \$439,996 - 7 new reading and math interventionist various buildings - FY22
- \$117,008 - Continuing the employment of the 7 interventionist (partially funded) - FY23

That takes us to ESSER III. Because of our huge investment in new reading & math interventionists in FY22, our #1 priority with ESSER III funding was to continue funding those positions for the remainder of FY23, and all of FY24 before they are absorbed into our budget.

During the pandemic, we have had trouble hiring and retaining staff members across the board. Our #2 priority was to offer financial incentives to help retain staff. For FY22, we gave \$500 in premium pay to all certified and classified staff. For FY23, the amount was increased to \$600. We hope to offer another \$1000 for FY24 to retain staff and to help them deal with anticipated inflationary pressures. It is important to note that the district is absorbing the premium pay from one year to the next. Meaning, the \$500 premium pay from FY22 became a part of the district budget for FY23, and only the new \$600 amount for FY23 was paid for with ESSER III funding. This helps the district to avoid the financial cliff when ESSER funding must be spent by 9/30/2024.

Our final priority was to purchase FastBridge to help deal with learning loss. The estimated \$100,000 cost would be spread over FY22, FY23, and FY24. More details regarding FastBridge can be found in the answer to the next question.

To summarize the \$2,071,733 we have been allotted:

- 38.7% - Reading & Math Interventionist (FY22, FY23, and FY24)
- 56.3% - Premium Pay (FY22, FY23, and FY24)
- 5.0% - FastBridge - (FY22, FY23, and FY24)

Covid-19 has definitely impacted the district from a cost standpoint. We spent higher than normal amounts on cleaning supplies and custodial hours than ever before. We spent large amounts on PPE and hand sanitizer. Staff absences due to quarantine caused sub expenses to climb to record highs. We have dealt with supply delays and high energy costs. It appears inflation will have a major impact on not only the FY22 budget, but potentially FY23.

**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 knew early on we needed some new tools to better assess our student performance and thus we invested in FastBridge. We felt FastBridge assessments are state-aligned computerized adaptive assessments that provide accurate, useful information about student achievement and growth. The reading and math assessments provide information that can be used to identify the skills and concepts individual students have learned. Additionally, the assessments can be used to:

- ? Diagnose instructional needs
- ? Monitor academic growth over time
- ? Make data-driven decisions at the classroom, school, and district levels
- ? Place new students into appropriate instructional programs

The assessments are unique in that they adapt to the student's ability, accurately measuring what a child knows and needs to learn. In addition, the FastBridge assessments measure academic growth over time, independent of grade level or age. Most importantly, the results educators receive have practical application to teaching and learning. The information obtained from the assessments is a driving factor in the implementation of our district's Multi-Tiered System of Support.

FastBridge is also an essential tool for accreditation through the Kansas Education System of Accreditation (KESA). KESA requires districts to monitor academic progress, implement a framework of tiered support, and measure Social Emotional Learning (SEL). FastBridge includes measures to screen for social emotional behavior, providing the data necessary to serve students in need of SEL support.

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

USD 230 is using roughly 40% of ESSER III allotment to continue funding the seven (7) interventionist positions hired with ESSER II funds. We believe these positions can target both reading and math learning loss and ensure all students are on track for success.

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

As mentioned previously, the USD 230 allotment was relatively small compared to most districts in the state and across the country. Our plan is simple, but feel we are maximizing the dollars that we were entrusted with. We firmly believe that the 40% spent on math & reading interventionists will allow us to target learning loss among our early learners across all demographics.



## Allocations

	Direct Allocation	True Up Allocation	Total Allocation
ESSER III Allocations	\$984,249	\$1,087,484	\$2,071,733
Approved Total	\$0	\$0	\$0
Amount Left	\$984,249	\$1,087,484	\$2,071,733
In Review Total	\$984,249	\$1,087,484	\$2,071,733
Amount Left	\$0	\$0	\$0

	20% Minimum
ESSER III Allocations	\$196,850
Approved Total	\$0
Amount Still Needed	\$196,850
In Review Total	\$700,198
Amount Still Needed	\$0

## Line Items

ID	Allocation Type	Learning Loss	Function Code	Object Code	Allowable Use	Total Expenditures	Status
230-3-0001	Direct	False	1000	111	16	\$135,500	Task Force Review
230-3-0002	Direct	False	1000	121	16	\$54,250	Task Force Review
230-3-0003	Direct	False	1000	220	16	\$12,482	Task Force Review
230-3-0004	Direct	False	1000	250	16	\$150	Task Force Review
230-3-0005	Direct	True	1000	300	12	\$72,806	Task Force Review
230-3-0006	Direct	False	2100	111	16	\$8,500	Task Force Review
230-3-0007	Direct	False	2100	121	16	\$500	Task Force Review
230-3-0008	Direct	False	2100	220	16	\$618	Task Force Review
230-3-0009	Direct	False	2100	250	16	\$8	Task Force Review
230-3-0010	Direct	False	2200	111	16	\$4,000	Task Force Review
230-3-0011	Direct	False	2200	121	16	\$1,000	Task Force Review
230-3-0012	Direct	False	2200	220	16	\$311	Task Force Review
230-3-0013	Direct	False	2200	250	16	\$4	Task Force Review
230-3-0014	Direct	False	2300	121	16	\$1,150	Task Force Review
230-3-0015	Direct	False	2300	220	16	\$74	Task Force Review
230-3-0016	Direct	False	2300	250	16	\$1	Task Force Review
230-3-0017	Direct	False	2400	121	16	\$14,100	Task Force Review
230-3-0018	Direct	False	2400	220	16	\$869	Task Force Review
230-3-0019	Direct	False	2400	250	16	\$11	Task Force Review
230-3-0020	Direct	False	2500	121	16	\$5,250	Task Force Review
230-3-0021	Direct	False	2500	121	16	\$8,476	Task Force Review
230-3-0022	Direct	False	2500	220	16	\$1,028	Task Force Review
230-3-0023	Direct	False	2500	250	16	\$12	Task Force Review
230-3-0024	Direct	False	2600	121	16	\$18,450	Task Force Review
230-3-0025	Direct	False	2600	220	16	\$1,185	Task Force Review
230-3-0026	Direct	False	2600	250	16	\$15	Task Force Review
230-3-0027	Direct	False	3100	121	16	\$15,100	Task Force Review
230-3-0028	Direct	False	3100	220	16	\$994	Task Force Review
230-3-0029	Direct	False	3100	250	16	\$13	Task Force Review
230-3-0030	Direct	True	1000	111	12	\$581,252	Task Force Review

230-3-0031	Direct	True	1000	210	12	\$31,000	Task Force Review
230-3-0032	Direct	True	1000	220	12	\$13,500	Task Force Review
230-3-0033	Direct	True	1000	250	12	\$190	Task Force Review
230-3-0034	Direct	True	1000	290	12	\$1,450	Task Force Review
230-3-0035	True Up	False	1000	111	16	\$468,000	Task Force Review
230-3-0036	True Up	False	1000	121	16	\$179,208	Task Force Review
230-3-0037	True Up	False	1000	220	16	\$34,671	Task Force Review
230-3-0038	True Up	False	1000	250	16	\$413	Task Force Review
230-3-0039	True Up	False	2100	111	16	\$27,203	Task Force Review
230-3-0040	True Up	False	2100	121	16	\$1,600	Task Force Review
230-3-0041	True Up	False	2100	220	16	\$1,694	Task Force Review
230-3-0042	True Up	False	2100	250	16	\$27	Task Force Review
230-3-0043	True Up	False	2200	111	16	\$12,802	Task Force Review
230-3-0044	True Up	False	2200	121	16	\$3,200	Task Force Review
230-3-0045	True Up	False	2200	220	16	\$867	Task Force Review
230-3-0046	True Up	False	2200	250	16	\$13	Task Force Review
230-3-0047	True Up	False	2300	121	16	\$3,680	Task Force Review
230-3-0048	True Up	False	2300	220	16	\$200	Task Force Review
230-3-0049	True Up	False	2300	250	16	\$5	Task Force Review
230-3-0050	True Up	False	2400	121	16	\$46,406	Task Force Review
230-3-0051	True Up	False	2400	220	16	\$2,333	Task Force Review
230-3-0052	True Up	False	2400	250	16	\$35	Task Force Review
230-3-0053	True Up	False	2500	121	16	\$16,802	Task Force Review
230-3-0054	True Up	False	2500	220	16	\$1,133	Task Force Review
230-3-0055	True Up	False	2500	250	16	\$16	Task Force Review
230-3-0056	True Up	False	2600	121	16	\$60,808	Task Force Review
230-3-0057	True Up	False	2600	220	16	\$3,200	Task Force Review
230-3-0058	True Up	False	2600	250	16	\$53	Task Force Review
230-3-0059	True Up	False	3100	121	16	\$48,328	Task Force Review
230-3-0060	True Up	False	3100	220	16	\$2,667	Task Force Review
230-3-0061	True Up	False	3100	250	16	\$40	Task Force Review
230-3-0062	True Up	True	1000	300	12	\$31,800	Task Force Review
230-3-0063	True Up	False	1000	111	12	\$130,000	Task Force Review
230-3-0064	True Up	False	1000	210	12	\$7,500	Task Force Review
230-3-0065	True Up	False	1000	220	12	\$2,500	Task Force Review
230-3-0066	True Up	False	1000	260	12	\$30	Task Force Review
230-3-0067	True Up	False	1000	290	12	\$250	Task Force Review

## Line Item Details

Line Item ID: 230-3-0001

**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/Full-Time  
Certi/COVID**Account Number**

77 E 1000 111 0000 528

**Function Code**

1000 - Instruction

**Object Code**

111 - Full-Time Certified Salaries

**Allowable Use**16 - Other activities necessary to  
maintain LEA operations and services  
and employ existing LEA staff.**Please describe the expenditures within the account and how they will address a COVID-19 need**

Retention incentive 271 teachers at \$500/each

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$135,500**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$135,500**Status**

Task Force Review

Line Item ID: 230-3-0002

**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/Full-Time Non-  
C/COVID**Account Number**

77 E 1000 121 0000 528

**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**

Retention incentive 108.5 support staff at \$500/each

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$54,250**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$54,250**Status**

Task Force Review

Line Item ID: 230-3-0003

**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/Social Security/COVID

**Account Number**

77 E 1000 220 0000 528

**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 on retention incentive

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$12,482
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$12,482</u>

**Status**

Task Force Review

Line Item ID: 230-3-0004

**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/COVID

**Account Number**

77 E 1000 250 0000 528

**Function Code**

1000 - Instruction

**Object Code**

250 - Tuition Reimbursement

**Allowable Use**

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

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

Unemployment tax on retention incentive

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$150
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$150</u>

**Status**

Task Force Review

Line Item ID: 230-3-0005

**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/Instruction/Purchase  
Prof/COVID**Account Number**

77 E 1000 300 0000 528

**Function Code**

1000 - Instruction

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

FastBridge Adaptive Testing for learning loss

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$41,006**Budgeted Expenditures in SFY 2023** \$31,800**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$72,806**Status**

Task Force Review

Line Item ID: 230-3-0006

**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/Support Service/Full-Time  
Certi/COVID**Account Number**

77 E 2100 111 0000 528

**Function Code**

2100 - Support Services (Students)

**Object Code**

111 - Full-Time Certified Salaries

**Allowable Use**16 - Other activities necessary to  
maintain LEA operations and services  
and employ existing LEA staff.**Please describe the expenditures within the account and how they will address a COVID-19 need**

Retention incentive 17 counselors at \$500/each

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$8,500**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$8,500**Status**

Task Force Review

Line Item ID: 230-3-0007

**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/Support Service/Full-Time  
Non-C/COVID**Account Number**

77 E 2100 121 0000 528

**Function Code**

2100 - Support Services (Students)

**Object Code**

121 - Full-Time Non-Certified Salaries

**Allowable Use**16 - Other activities necessary to  
maintain LEA operations and services  
and employ existing LEA staff.**Please describe the expenditures within the account and how they will address a COVID-19 need**

Retention incentive 1 support services at \$500/each

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

**Status**

Task Force Review

Line Item ID: 230-3-0008

**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/Support Service/Social  
Security/COVID**Account Number**

77 E 2100 220 0000 528

**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 on retention incentive

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$618
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$618</u>

**Status**

Task Force Review

Line Item ID: 230-3-0009

**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/Support  
Service/Unemployment/COVID**Account Number**

77 E 2100 250 0000 528

**Function Code**

2100 - Support Services (Students)

**Object Code**

250 - Tuition Reimbursement

**Allowable Use**16 - Other activities necessary to  
maintain LEA operations and services  
and employ existing LEA staff.**Please describe the expenditures within the account and how they will address a COVID-19 need**

Unemployment tax on retention incentive

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

**Status**

Task Force Review

Line Item ID: 230-3-0010

**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/Support Service/Full-Time  
Certi/COVID**Account Number**

77 E 2200 111 0000 528

**Function Code**2200 - Support Services (Instructional  
Staff)**Object Code**

111 - Full-Time Certified Salaries

**Allowable Use**16 - Other activities necessary to  
maintain LEA operations and services  
and employ existing LEA staff.**Please describe the expenditures within the account and how they will address a COVID-19 need**

Retention incentive 8 media specialists at \$500/each

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

**Status**

Task Force Review

Line Item ID: 230-3-0011

**Allocation Type**

Direct Allocation

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

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

**Account Name**ESSER III/Support Service/Full-Time  
Non-C/COVID**Account Number**

77 E 2200 121 0000 528

**Function Code**2200 - Support Services (Instructional  
Staff)**Object Code**

121 - Full-Time Non-Certified Salaries

**Allowable Use**16 - Other activities necessary to  
maintain LEA operations and services  
and employ existing LEA staff.**Please describe the expenditures within the account and how they will address a COVID-19 need**

Retention incentive 2 support services at \$500/each

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

**Status**

Task Force Review

Line Item ID: 230-3-0012

**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/Support Service/Social  
Security/COVID**Account Number**

77 E 2200 220 0000 528

**Function Code**2200 - Support Services (Instructional  
Staff)**Object Code**

220 - Social Security Contributions

**Allowable Use**16 - Other activities necessary to  
maintain LEA operations and services  
and employ existing LEA staff.**Please describe the expenditures within the account and how they will address a COVID-19 need**

Social security on retention incentive

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$311
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$311</u>

**Status**

Task Force Review

Line Item ID: 230-3-0013



**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/Support  
Service/Unemployment/COVID**Account Number**

77 E 2200 250 0000 528

**Function Code**2200 - Support Services (Instructional  
Staff)**Object Code**

250 - Tuition Reimbursement

**Allowable Use**16 - Other activities necessary to  
maintain LEA operations and services  
and employ existing LEA staff.**Please describe the expenditures within the account and how they will address a COVID-19 need**

Unemployment tax on retention incentive

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

**Status**

Task Force Review

Line Item ID: 230-3-0014

**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/General Adminis/Full-Time  
Non-C/COVID**Account Number**

77 E 2300 121 0000 528

**Function Code**2300 - Support Services (General  
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 2.3 support services at \$500/each

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$1,150
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$1,150</u>

**Status**

Task Force Review

Line Item ID: 230-3-0015

**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/General Adminis/Social Security/COVID

**Account Number**

77 E 2300 220 0000 528

**Function Code**

2300 - Support Services (General Administration)

**Object Code**

220 - Social Security Contributions

**Allowable Use**

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

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

Social security on retention incentive

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$74
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$74</u>

**Status**

Task Force Review

Line Item ID: 230-3-0016

**Allocation Type**

Direct Allocation

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

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

**Account Name**

ESSER III/General Adminis/Unemployment/COVID

**Account Number**

77 E 2300 250 0000 528

**Function Code**

2300 - Support Services (General Administration)

**Object Code**

250 - Tuition Reimbursement

**Allowable Use**

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

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

Unemployment tax on retention incentive

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

**Status**

Task Force Review

Line Item ID: 230-3-0017

**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/School Adminis/Full-Time  
Non-C/COVID**Account Number**

77 E 2400 121 0000 528

**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 28.2 support services at \$500/each

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$14,100
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$14,100</u>

**Status**

Task Force Review

Line Item ID: 230-3-0018

**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/School Adminis/Social  
Security/COVID**Account Number**

77 E 2400 220 0000 528

**Function Code**2400 - Support Services (School  
Administration)**Object Code**

220 - Social Security Contributions

**Allowable Use**16 - Other activities necessary to  
maintain LEA operations and services  
and employ existing LEA staff.**Please describe the expenditures within the account and how they will address a COVID-19 need**

Social security on retention incentive

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$869
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$869</u>

**Status**

Task Force Review

Line Item ID: 230-3-0019

**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/School  
Adminis/Unemployment/COVID**Account Number**

77 E 2400 250 0000 528

**Function Code**2400 - Support Services (School  
Administration)**Object Code**

250 - Tuition Reimbursement

**Allowable Use**16 - Other activities necessary to  
maintain LEA operations and services  
and employ existing LEA staff.**Please describe the expenditures within the account and how they will address a COVID-19 need**

Unemployment tax on retention incentive

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

**Status**

Task Force Review

Line Item ID: 230-3-0020

**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/Central Service/Full-Time  
Non-C/COVID**Account Number**

77 E 2500 121 0000 528

**Function Code**

2500 - Central Services

**Object Code**

121 - Full-Time Non-Certified Salaries

**Allowable Use**16 - Other activities necessary to  
maintain LEA operations and services  
and employ existing LEA staff.**Please describe the expenditures within the account and how they will address a COVID-19 need**

Retention incentive 10.5 support services at \$500/each

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$5,250
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$5,250</u>

**Status**

Task Force Review

Line Item ID: 230-3-0021

**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/Central Service/Full-Time  
Non-C/COVID**Account Number**

77 E 2500 121 0000 528

**Function Code**

2500 - Central Services

**Object Code**

121 - Full-Time Non-Certified Salaries

**Allowable Use**16 - Other activities necessary to  
maintain LEA operations and services  
and employ existing LEA staff.**Please describe the expenditures within the account and how they will address a COVID-19 need**

We hired a part-time employee to monitor our covid confirmed positives by building level. They uploaded the numbers to a dashboard on our district's website so our parents and community would know where we were at during the 2020-2021 school year.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$8,476
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$8,476</u>

**Status**

Task Force Review

Line Item ID: 230-3-0022

**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/Central Service/Social  
Security/COVID**Account Number**

77 E 2500 220 0000 528

**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 on retention incentive

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$1,028
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$1,028</u>

**Status**

Task Force Review

Line Item ID: 230-3-0023

**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/Central  
Service/Unemployment/COVID**Account Number**

77 E 2500 250 0000 528

**Function Code**

2500 - Central Services

**Object Code**

250 - Tuition Reimbursement

**Allowable Use**

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

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

Unemployment tax on retention incentive

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

**Status**

Task Force Review

Line Item ID: 230-3-0024

**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/Oper/Maint Of P/Full-Time  
Non-C/COVID**Account Number**

77 E 2600 121 0000 528

**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 36.9 support services at \$500/each

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$18,450
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$18,450</u>

**Status**

Task Force Review

Line Item ID: 230-3-0025

**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/Oper/Maint Of P/Social Security/COVID

**Account Number**

77 E 2600 220 0000 528

**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 on retention incentive

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

**Status**

Task Force Review

Line Item ID: 230-3-0026

**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/Oper/Maint Of P/Unemployment/COVID

**Account Number**

77 E 2600 250 0000 528

**Function Code**

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

**Object Code**

250 - Tuition Reimbursement

**Allowable Use**

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

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

Unemployment tax on retention incentive

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$15
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$15</u>

**Status**

Task Force Review

Line Item ID: 230-3-0027

**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/Food Services O/Full-Time  
Non-C/COVID**Account Number**

77 E 3100 121 0000 528

**Function Code**

3100 - Food Service Operations

**Object Code**

121 - Full-Time Non-Certified Salaries

**Allowable Use**16 - Other activities necessary to  
maintain LEA operations and services  
and employ existing LEA staff.**Please describe the expenditures within the account and how they will address a COVID-19 need**

Retention incentive 30.2 support services at \$500/each

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$15,100**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$15,100**Status**

Task Force Review

Line Item ID: 230-3-0028

**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/Food Services O/Social  
Security/COVID**Account Number**

77 E 3100 220 0000 528

**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 on retention incentive

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$994**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$994**Status**

Task Force Review

Line Item ID: 230-3-0029



**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/Food Services  
O/Unemployment/COVID**Account Number**

77 E 3100 250 0000 528

**Function Code**

3100 - Food Service Operations

**Object Code**

250 - Tuition Reimbursement

**Allowable Use**

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

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

Unemployment tax on retention incentive

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

**Status**

Task Force Review

Line Item ID: 230-3-0030

**Allocation Type**

Direct Allocation

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

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

**Account Name**ESSER III/Instruction/Full-Time  
Certi/COVID**Account Number**

77 E 1000 111 0000 528

**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**

Based on the impact covid had regarding missed school days and students adjusting to remote learning, we knew we would need to provide additional support to make sure every student could reach their potential and to help with learning loss. We decided to place both a reading and math interventionist at all five of our elementary buildings. We felt we had enough funding to support 7 of those positions with ESSER funds and the other 3 were funded with other sources. These were all new positions for SFY 2022 and were initially funded with ESSER II - True Up funds. We are hoping to use ESSER III funds for SFY 2023 & 2024 before we have to absorb them into other funding sources.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$300,487
<b>Budgeted Expenditures in SFY 2024</b>	\$280,765
<b>Total Expenditures</b>	\$581,252

**Status**

Task Force Review

Line Item ID: 230-3-0031

**Allocation Type**

Direct Allocation

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

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

**Account Name**

ESSER III/Instruction/Group  
Insurance/COVID

**Account Number**

77 E 1000 210 0000 528

**Function Code**

1000 - Instruction

**Object Code**

210 - Group Insurance

**Allowable Use**

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

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

Health Insurance for interventionist positions

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$16,000
<b>Budgeted Expenditures in SFY 2024</b>	\$15,000
<b>Total Expenditures</b>	<u>\$31,000</u>

**Status**

Task Force Review

Line Item ID: 230-3-0032

**Allocation Type**

Direct Allocation

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

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

**Account Name**

ESSER III/Instruction/Social  
Security/COVID

**Account Number**

77 E 1000 220 0000 528

**Function Code**

1000 - Instruction

**Object Code**

220 - Social Security Contributions

**Allowable Use**

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

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

Social security for interventionist positions

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$7,000
<b>Budgeted Expenditures in SFY 2024</b>	\$6,500
<b>Total Expenditures</b>	<u>\$13,500</u>

**Status**

Task Force Review

Line Item ID: 230-3-0033

**Allocation Type**

Direct Allocation

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

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

**Account Name**ESSER  
III/Instruction/Unemployment/COVID**Account Number**

77 E 1000 250 0000 528

**Function Code**

1000 - Instruction

**Object Code**

250 - Tuition Reimbursement

**Allowable Use**

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

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

Unemployment tax for interventionist positions

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$100
<b>Budgeted Expenditures in SFY 2024</b>	\$90
<b>Total Expenditures</b>	\$190

**Status**

Task Force Review

Line Item ID: 230-3-0034

**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**ESSER III/Instruction/Other  
Employee/COVID**Account Number**

77 E 1000 290 0000 528

**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**

Dental coverage for interventionist positions

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$750
<b>Budgeted Expenditures in SFY 2024</b>	\$700
<b>Total Expenditures</b>	\$1,450

**Status**

Task Force Review

Line Item ID: 230-3-0035

**Allocation Type**

True Up Allocation

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

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

**Account Name**ESSER III - PSA/Instruction/Full-Time  
Certi/COVID**Account Number**

79 E 1000 111 0000 528

**Function Code**

1000 - Instruction

**Object Code**

111 - Full-Time Certified Salaries

**Allowable Use**16 - Other activities necessary to  
maintain LEA operations and services  
and employ existing LEA staff.**Please describe the expenditures within the account and how they will address a COVID-19 need**

Retention incentive 280 teachers at \$600/each

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$168,000**Budgeted Expenditures in SFY 2024** \$300,000**Total Expenditures** \$468,000**Status**

Task Force Review

Line Item ID: 230-3-0036

**Allocation Type**

True Up Allocation

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

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

**Account Name**ESSER III - PSA/Instruction/Full-Time  
Non-C/COVID**Account Number**

79 E 1000 121 0000 528

**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**

Retention incentive 110 support staff at \$600/each

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$66,000**Budgeted Expenditures in SFY 2024** \$113,208**Total Expenditures** \$179,208**Status**

Task Force Review

Line Item ID: 230-3-0037

**Allocation Type**

True Up Allocation

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

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

**Account Name**

ESSER III - PSA/Instruction/Social Security/COVID

**Account Number**

79 E 1000 220 0000 528

**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 on retention incentive

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$13,000
<b>Budgeted Expenditures in SFY 2024</b>	\$21,671
<b>Total Expenditures</b>	<u>\$34,671</u>

**Status**

Task Force Review

Line Item ID: 230-3-0038

**Allocation Type**

True Up Allocation

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

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

**Account Name**

ESSER III - PSA/Instruction/Unemployment/COVID

**Account Number**

79 E 1000 250 0000 528

**Function Code**

1000 - Instruction

**Object Code**

250 - Tuition Reimbursement

**Allowable Use**

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

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

Unemployment tax on retention incentive

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$155
<b>Budgeted Expenditures in SFY 2024</b>	\$258
<b>Total Expenditures</b>	<u>\$413</u>

**Status**

Task Force Review

Line Item ID: 230-3-0039

**Allocation Type**

True Up Allocation

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

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

**Account Name**

ESSER III - PSA/Support Service/Full-Time Certi/CO

**Account Number**

79 E 2100 111 0000 528

**Function Code**

2100 - Support Services (Students)

**Object Code**

111 - Full-Time Certified Salaries

**Allowable Use**

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

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

Retention incentive 17 counselors at \$600/each

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$10,200**Budgeted Expenditures in SFY 2024** \$17,003**Total Expenditures** \$27,203**Status**

Task Force Review

Line Item ID: 230-3-0040

**Allocation Type**

True Up Allocation

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

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

**Account Name**

ESSER III - PSA/Support Service/Full-Time Non-C/CO

**Account Number**

79 E 2100 121 0000 528

**Function Code**

2100 - Support Services (Students)

**Object Code**

121 - Full-Time Non-Certified Salaries

**Allowable Use**

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

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

Retention incentive 1 support services at \$600/each

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$600**Budgeted Expenditures in SFY 2024** \$1,000**Total Expenditures** \$1,600**Status**

Task Force Review

Line Item ID: 230-3-0041

**Allocation Type**

True Up Allocation

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

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

**Account Name**

ESSER III - PSA/Support Service/Social Security/CO

**Account Number**

79 E 2100 220 0000 528

**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 on retention incentive

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$635
<b>Budgeted Expenditures in SFY 2024</b>	\$1,059
<b>Total Expenditures</b>	<u>\$1,694</u>

**Status**

Task Force Review

Line Item ID: 230-3-0042

**Allocation Type**

True Up Allocation

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

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

**Account Name**

ESSER III - PSA/Support Service/Unemployment/COVID

**Account Number**

79 E 2100 250 0000 528

**Function Code**

2100 - Support Services (Students)

**Object Code**

250 - Tuition Reimbursement

**Allowable Use**

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

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

Unemployment tax on retention incentive

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$10
<b>Budgeted Expenditures in SFY 2024</b>	\$17
<b>Total Expenditures</b>	<u>\$27</u>

**Status**

Task Force Review

Line Item ID: 230-3-0043

**Allocation Type**

True Up Allocation

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

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

**Account Name**

ESSER III - PSA/Support Service/Full-Time Certi/CO

**Account Number**

79 E 2200 111 0000 528

**Function Code**

2200 - Support Services (Instructional Staff)

**Object Code**

111 - Full-Time Certified Salaries

**Allowable Use**

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

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

Retention incentive 8 media specialists at \$600/each

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$4,800**Budgeted Expenditures in SFY 2024** \$8,002**Total Expenditures** \$12,802**Status**

Task Force Review

Line Item ID: 230-3-0044

**Allocation Type**

True Up Allocation

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

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

**Account Name**

ESSER III - PSA/Support Service/Full-Time Non-C/CO

**Account Number**

79 E 2200 121 0000 528

**Function Code**

2200 - Support Services (Instructional Staff)

**Object Code**

121 - Full-Time Non-Certified Salaries

**Allowable Use**

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

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

Retention incentive 2 support services 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** \$2,000**Total Expenditures** \$3,200**Status**

Task Force Review

Line Item ID: 230-3-0045



**Allocation Type**

True Up Allocation

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

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

**Account Name**

ESSER III - PSA/Support Service/Social Security/CO

**Account Number**

79 E 2200 220 0000 528

**Function Code**

2200 - Support Services (Instructional Staff)

**Object Code**

220 - Social Security Contributions

**Allowable Use**

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

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

Social security on retention incentive

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$325
<b>Budgeted Expenditures in SFY 2024</b>	\$542
<b>Total Expenditures</b>	<u>\$867</u>

**Status**

Task Force Review

Line Item ID: 230-3-0046

**Allocation Type**

True Up Allocation

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

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

**Account Name**

ESSER III - PSA/Support Service/Unemployment/COVID

**Account Number**

79 E 2200 250 0000 528

**Function Code**

2200 - Support Services (Instructional Staff)

**Object Code**

250 - Tuition Reimbursement

**Allowable Use**

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

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

Unemployment tax on retention incentive

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$5
<b>Budgeted Expenditures in SFY 2024</b>	\$8
<b>Total Expenditures</b>	<u>\$13</u>

**Status**

Task Force Review

Line Item ID: 230-3-0047

**Allocation Type**

True Up Allocation

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

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

**Account Name**

ESSER III - PSA/General Adminis/Full-Time Non-C/CO

**Account Number**

79 E 2300 121 0000 528

**Function Code**

2300 - Support Services (General 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 2.3 support services at \$600/each

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$1,380
<b>Budgeted Expenditures in SFY 2024</b>	\$2,300
<b>Total Expenditures</b>	<u>\$3,680</u>

**Status**

Task Force Review

Line Item ID: 230-3-0048

**Allocation Type**

True Up Allocation

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

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

**Account Name**

ESSER III - PSA/General Adminis/Social Security/CO

**Account Number**

79 E 2300 220 0000 528

**Function Code**

2300 - Support Services (General Administration)

**Object Code**

220 - Social Security Contributions

**Allowable Use**

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

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

Social security on retention incentive

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$75
<b>Budgeted Expenditures in SFY 2024</b>	\$125
<b>Total Expenditures</b>	<u>\$200</u>

**Status**

Task Force Review

Line Item ID: 230-3-0049

**Allocation Type**

True Up Allocation

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

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

**Account Name**ESSER III - PSA/General  
Adminis/Unemployment/COVID**Account Number**

79 E 2300 250 0000 528

**Function Code**2300 - Support Services (General  
Administration)**Object Code**

250 - Tuition Reimbursement

**Allowable Use**16 - Other activities necessary to  
maintain LEA operations and services  
and employ existing LEA staff.**Please describe the expenditures within the account and how they will address a COVID-19 need**

Unemployment tax on retention incentive

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$2
<b>Budgeted Expenditures in SFY 2024</b>	\$3
<b>Total Expenditures</b>	\$5

**Status**

Task Force Review

Line Item ID: 230-3-0050

**Allocation Type**

True Up Allocation

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

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

**Account Name**ESSER III - PSA/School Adminis/Full-  
Time Non-C/COV**Account Number**

79 E 2400 121 0000 528

**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 29 support services at \$600/each

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$17,400
<b>Budgeted Expenditures in SFY 2024</b>	\$29,006
<b>Total Expenditures</b>	\$46,406

**Status**

Task Force Review

Line Item ID: 230-3-0051

**Allocation Type**

True Up Allocation

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

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

**Account Name**

ESSER III - PSA/School Adminis/Social Security/COV

**Account Number**

79 E 2400 220 0000 528

**Function Code**

2400 - Support Services (School Administration)

**Object Code**

220 - Social Security Contributions

**Allowable Use**

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

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

Social security on retention incentive

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$875
<b>Budgeted Expenditures in SFY 2024</b>	\$1,458
<b>Total Expenditures</b>	<u>\$2,333</u>

**Status**

Task Force Review

Line Item ID: 230-3-0052

**Allocation Type**

True Up Allocation

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

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

**Account Name**

ESSER III - PSA/School Adminis/Unemployment/COVID

**Account Number**

79 E 2400 250 0000 528

**Function Code**

2400 - Support Services (School Administration)

**Object Code**

250 - Tuition Reimbursement

**Allowable Use**

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

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

Unemployment tax on retention incentive

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$13
<b>Budgeted Expenditures in SFY 2024</b>	\$22
<b>Total Expenditures</b>	<u>\$35</u>

**Status**

Task Force Review

Line Item ID: 230-3-0053

**Allocation Type**

True Up Allocation

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

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

**Account Name**

ESSER III - PSA/Central Service/Full-Time Non-C/CO

**Account Number**

79 E 2500 121 0000 528

**Function Code**

2500 - Central Services

**Object Code**

121 - Full-Time Non-Certified Salaries

**Allowable Use**

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

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

Retention incentive 10.5 support services at \$600/each

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$6,300
<b>Budgeted Expenditures in SFY 2024</b>	\$10,502
<b>Total Expenditures</b>	\$16,802

**Status**

Task Force Review

Line Item ID: 230-3-0054

**Allocation Type**

True Up Allocation

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

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

**Account Name**

ESSER III - PSA/Central Service/Full-Time Non-C/CO

**Account Number**

79 E 2500 220 0000 528

**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 on retention incentive

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$425
<b>Budgeted Expenditures in SFY 2024</b>	\$708
<b>Total Expenditures</b>	\$1,133

**Status**

Task Force Review

Line Item ID: 230-3-0055

**Allocation Type**

True Up Allocation

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

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

**Account Name**

ESSER III - PSA/Central Service/Social Security/CO

**Account Number**

79 E 2500 250 0000 528

**Function Code**

2500 - Central Services

**Object Code**

250 - Tuition Reimbursement

**Allowable Use**

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

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

Unemployment tax on retention incentive

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$6
<b>Budgeted Expenditures in SFY 2024</b>	\$10
<b>Total Expenditures</b>	\$16

**Status**

Task Force Review

Line Item ID: 230-3-0056

**Allocation Type**

True Up Allocation

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

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

**Account Name**

ESSER III - PSA/Central Service/Unemployment/COVID

**Account Number**

79 E 2600 121 0000 528

**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 38 support services at \$600/each

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$22,800
<b>Budgeted Expenditures in SFY 2024</b>	\$38,008
<b>Total Expenditures</b>	\$60,808

**Status**

Task Force Review

Line Item ID: 230-3-0057

**Allocation Type**

True Up Allocation

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

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

**Account Name**

ESSER III - PSA/Oper/Maint Of P/Full-Time Non-C/CO

**Account Number**

79 E 2600 220 0000 528

**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 on retention incentive

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$1,200
<b>Budgeted Expenditures in SFY 2024</b>	\$2,000
<b>Total Expenditures</b>	<u>\$3,200</u>

**Status**

Task Force Review

Line Item ID: 230-3-0058

**Allocation Type**

True Up Allocation

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

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

**Account Name**

ESSER III - PSA/Oper/Maint Of P/Social Security/CO

**Account Number**

79 E 2600 250 0000 528

**Function Code**

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

**Object Code**

250 - Tuition Reimbursement

**Allowable Use**

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

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

Unemployment tax on retention incentive

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$20
<b>Budgeted Expenditures in SFY 2024</b>	\$33
<b>Total Expenditures</b>	<u>\$53</u>

**Status**

Task Force Review

Line Item ID: 230-3-0059

**Allocation Type**

True Up Allocation

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

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

**Account Name**ESSER III - PSA/Oper/Maint Of  
P/Unemployment/COVID**Account Number**

79 E 3100 121 0000 528

**Function Code**

3100 - Food Service Operations

**Object Code**

121 - Full-Time Non-Certified Salaries

**Allowable Use**16 - Other activities necessary to  
maintain LEA operations and services  
and employ existing LEA staff.**Please describe the expenditures within the account and how they will address a COVID-19 need**

Retention incentive 30.2 support services at \$600/each

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$18,120
<b>Budgeted Expenditures in SFY 2024</b>	\$30,208
<b>Total Expenditures</b>	\$48,328

**Status**

Task Force Review

Line Item ID: 230-3-0060

**Allocation Type**

True Up Allocation

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

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

**Account Name**ESSER III - PSA/Food Services O/Full-  
Time Non-C/CO**Account Number**

79 E 3100 220 0000 528

**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 on retention incentive

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$1,000
<b>Budgeted Expenditures in SFY 2024</b>	\$1,667
<b>Total Expenditures</b>	\$2,667

**Status**

Task Force Review

Line Item ID: 230-3-0061



**Allocation Type**

True Up Allocation

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

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

**Account Name**

ESSER III - PSA/Food Services O/Social Security/CO

**Account Number**

79 E 3100 250 0000 528

**Function Code**

3100 - Food Service Operations

**Object Code**

250 - Tuition Reimbursement

**Allowable Use**

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

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

Unemployment tax on retention incentive

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$15
<b>Budgeted Expenditures in SFY 2024</b>	\$25
<b>Total Expenditures</b>	<u>\$40</u>

**Status**

Task Force Review

Line Item ID: 230-3-0062

**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**

ESSER III - PSA/Instruction/Purchased Prof/COVID

**Account Number**

79 E 1000 300 0000 528

**Function Code**

1000 - Instruction

**Object Code**

300 - PURCHASED PROFESSIONAL AND TECHNICAL SERVICES

**Allowable Use**

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

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

FastBridge Adaptive Testing for learning loss

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$31,800
<b>Total Expenditures</b>	<u>\$31,800</u>

**Status**

Task Force Review

Line Item ID: 230-3-0063

**Allocation Type**

True Up Allocation

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

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

**Account Name**ESSER III - PSA/Instruction/Full-Time  
Certi/COVID**Account Number**

79 E 1000 111 0000 528

**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**

Based on the impact covid had regarding missed school days and students adjusting to remote learning, we knew we would need to provide additional support to make sure every student could reach their potential and to help with learning loss. We decided to place both a reading and math interventionist at all five of our elementary buildings. We felt we had enough funding to support 7 of those positions with ESSER funds and the other 3 were funded with other sources. These were all new positions for SFY 2022 and were initially funded with ESSER II - True Up funds. We are hoping to use ESSER III funds for SFY 2023 & 2024 before we have to absorb them into other funding sources.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$130,000
<b>Total Expenditures</b>	\$130,000

**Status**

Task Force Review

**Line Item Comment from KSDE**

Line Item ID: 230-3-0064

**Allocation Type**

True Up Allocation

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

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

**Account Name**ESSER III - PSA/Instruction/Group  
Insurance/COVID**Account Number**

79 E 1000 210 0000 528

**Function Code**

1000 - Instruction

**Object Code**

210 - Group Insurance

**Allowable Use**12 - Addressing learning loss among  
students, including vulnerable  
populations.**Please describe the expenditures within the account and how they will address a COVID-19 need**

Health Insurance for interventionist positions

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

**Status**

Task Force Review

Line Item ID: 230-3-0065

**Allocation Type**

True Up Allocation

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

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

**Account Name**ESSER III - PSA/Instruction/Social  
Security/COVID**Account Number**

79 E 1000 220 0000 528

**Function Code**

1000 - Instruction

**Object Code**

220 - Social Security Contributions

**Allowable Use**12 - Addressing learning loss among  
students, including vulnerable  
populations.**Please describe the expenditures within the account and how they will address a COVID-19 need**

Social security for interventionist positions

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

**Status**

Task Force Review

Line Item ID: 230-3-0066

**Allocation Type**

True Up Allocation

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

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

**Account Name**ESSER III -  
PSA/Instruction/Unemployment/COVID**Account Number**

79 E 1000 260 0000 528

**Function Code**

1000 - Instruction

**Object Code**

260 - Unemployment Compensation

**Allowable Use**

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

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

Unemployment tax for interventionist positions

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$30
<b>Total Expenditures</b>	\$30

**Status**

Task Force Review

Line Item ID: 230-3-0067

**Allocation Type**

True Up Allocation

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

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

**Account Name**ESSER III - PSA/Instruction/Other  
Employee/COVID**Account Number**

79 E 1000 290 0000 528

**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**

Dental coverage for interventionist positions

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

**Status**

Task Force Review



# ESSER III APPLICATION FOR D0271

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>
Stockton	421 Main, Stockton, KS 676691639	421 Main, Stockton, KS 676691639
<u>Superintendent Name</u>	<u>Superintendent E-mail Address</u>	<u>Superintendent Phone Number</u>
Sarah Armstrong	sarmstrong@usd271.com	(785) 425-6367

## Authorized Representative of the District Information

<u>Name</u>	<u>Position of Title</u>	<u>E-mail Address</u>	<u>Phone Number</u>
Sarah Armstrong	Superintendent	sarmstrong@usd271.com	(785) 425-6367

## 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/1f7r6xGHitUA6gkI2Jam9a4iEej4Md0vY/view>

## Use of Funds for CDC Guidance

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

We are using the funds to best help our students learning gaps. These funds will be used to help students with personalized learning, learning loss, and safe clean schools.

## Stakeholder Engagement

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

### Students

We spoke with our students in grade bands to see what they feel like they need to be successful students at USD 271. We also met with 11 students at our high school which is 15% of their student body. They want to use the funds to make class more engaging. They like hands on activities and they are tired of community members saying the school is not doing good academically.

### Families

We sent out a survey to all parents to receive their feedback on areas they believe their students need to find success. We had 94 responses to the survey. Out of those responses 62 were parents. We averaged our survey results to be able to rank highest priority. These results can be found on our webpage. They were also shared at our monthly board meeting. We created QR codes to share with families as well as provided them with a link to give as many opportunities to parents as possible. We also shared where to find the survey on our weekly phone call that goes out to all families. Families mentioned a focus on academics and how they can help their students at home. They mentioned curriculum that is aligned with our assessments (standards) and a focus on discipline but socially and outwardly.

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

The administrative team and DLT met to talk about what we see as areas of weakness where we want to focus to help our students succeed. It was shared that engagement in classes is not always happening and if we were to bring in technology that could help lessons become more interactive. Also, a tier 2 and 3 curriculum to help our students with IEPs. The survey was sent to our interlocal coop to participate as well. They focused on tier 2 and 3 instruction and personalized learning.

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

We sent out a survey to all staff members to receive their feedback on areas they believe their students need to find success. We had 94 responses to the survey. 37 of the 94 were from staff members. We averaged our survey results to be able to rank highest priority. These results can be found on our webpage. They were also shared at our monthly board meeting. We created QR codes to share with families as well as provided them with a link to give as many opportunities to parents as possible. We also shared where to find the survey on our weekly phone call that goes out to all families. The top two things mentioned here was academics and behavior concerns. Also, when meeting with the union president she shared having staff help support interventions is helpful to lower student to teacher ratio.

### **Tribes**

We sent out a survey to all members in our community to receive their feedback on areas they believe their students need to find success. We had 94 responses to the survey. We averaged our survey results to be able to rank highest priority. These results can be found on our webpage. They were also shared at our monthly board meeting. We created QR codes to share with families as well as provided them with a link to give as many opportunities to parents as possible. We also shared where to find the survey on our weekly phone call that goes out to all families. We only had one respond as a Native American Tribe Member. We had one individual mark tribes - When contacted they shared they want to make sure our students test scores are improving and our state assessments grow to meet or exceed the state average.

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

We sent out a survey to all members in our community to receive their feedback on areas they believe their students need to find success. We had 94 responses to the survey. We averaged our survey results to be able to rank highest priority. These results can be found on our webpage. They were also shared at our monthly board meeting. We created QR codes to share with families as well as provided them with a link to give as many opportunities to parents as possible. We also shared where to find the survey on our weekly phone call that goes out to all families. We did not have any Civil Rights Organizations respond. - I emailed a civil group and they responded back! They shared they would want the schools to focus on using ESSER funds to support programming for 3- and 4-year-olds so that they're less likely to fall behind academically. The group that responded was the Kansas Action for Children group. Jessica Herrera Russell the Senior Communications Manager was the one who shared ideas for usage of ESSER III 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**

We sent out a survey to all community members to receive their feedback on areas they believe their students need to find success. We had 94 responses to the survey. We averaged our survey results to be able to rank highest priority. These results can be found on our webpage. They were also shared at our monthly board meeting. We created QR codes to share with families as well as provided them with a link to give as many opportunities to parents as possible. We also shared where to find the survey on our weekly phone call that goes out to all families. We had one individual who represented foster students respond. We had two individuals respond representing students with disabilities. There were zero responses in children experiencing homelessness, migratory, English Learners, children who are incarcerated, and underserved. When talking with the foster family their largest concern was resources for students who move in and out of the district as well as if they are set up with a peer to begin creating friendships. Our students with disabilities would like the district to work on their academics and our overall atmosphere for learning such as technology and resources. Our subgroup population for children with disabilities is 25% of our students. Our ESSER III plan uses tier 2 and 3 resources to help children with disabilities and all students overcome their learning gap. We have no other subgroup populations for English Learners, children experiencing homelessness, children in foster care, migratory students, children who are incarcerated, and other underserved students.

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

We sent out a survey to all community members to receive their feedback on areas they believe their students need to find success. We had 94 responses to the survey. 24 out of the 94 responses were from community members. We averaged our survey results to be able to rank highest priority. These results can be found on our webpage. They were also shared at our monthly board meeting. We created QR codes to share with families as well as provided them with a link to give as many opportunities to parents as possible. We also shared where to find the survey on our weekly phone call that goes out to all families. We had QR codes around town as well as shared about it during a board meeting.

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

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

Stockton's School District has had a rapid decline on state assessments as well as our diagnostic tests. The learning loss COVID-19 created has left all of our students with a lot of learning gaps. This has the highest impact on our students with disabilities. COVID-19 has also impacted our students mental health. Our chronically absent students have suffered more during the pandemic due to quarantines.

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

This money will be used on evidence based practices that focus on both ELA and math. We want to identify areas ALL students need help and to ensure that we are personalizing our curriculum to help all students grow. We will utilize summer learning opportunities, hire intervention/instructional teachers at both the grade school and high school, utilize panorama to assist with our SIT process, and train staff in Orton-Gillingham interventions. All of these areas come straight from KSDE Evidence Based Practices Website and the KSDE List of Evidence Based Practices.

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

We are actually planning on spending most of all funds on evidence based practices to help ensure our students have the best educational experience. We want them to have the skills (academic and social-emotional) they need to be successful when they leave our building. The other area we are going to spend funds in on air quality control to ensure our students safety.



**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 do monthly updates on data points to ensure students have access to lexia, star math, and pathways. This data is pulled and shared on a monthly bases with all staff to consider the needs of all kids. We also share data at our monthly board meetings. Learning is our main focus at USD 271. We want all students to be successful now and throughout their life.

## Allocations

	Direct Allocation	True Up Allocation	Total Allocation		20% Minimum
ESSER III Allocations	\$546,414	\$0	\$546,414	ESSER III Allocations	\$109,283
Approved Total	\$0	\$0	\$0	Approved Total	\$0
Amount Left	\$546,414	\$0	\$546,414	Amount Still Needed	\$109,283
In Review Total	\$471,558	\$0	\$471,558	In Review Total	\$284,150
Amount Left	\$74,856	\$0	\$74,856	Amount Still Needed	\$0

## Line Items

ID	Allocation Type	Learning Loss	Function Code	Object Code	Allowable Use	Total Expenditures	Status
271-3-0001	Direct	True	1000	110	12	\$268,000	Task Force Review
271-3-0002	Direct	True	1000	100	12	\$7,500	Task Force Review
271-3-0003	Direct	True	1000	610	12	\$1,150	Task Force Review
271-3-0004	Direct	True	1000	110	12	\$7,500	Task Force Review
271-3-0005	Direct	False	1000	329	10	\$7,500	Task Force Review
271-3-0006	Direct	False	1000	610	10	\$6,500	Task Force Review
271-3-0007	Direct	False	1000	610	10	\$10,000	Task Force Review
271-3-0008	Direct	False	1000	300	9	\$141,293	Task Force Review
271-3-0011	Direct	False	1000	644	13	\$22,115	Task Force Review

## Line Item Details

Line Item ID: 271-3-0001

**Allocation Type**

Direct Allocation

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

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

**Account Name**

Salary Certified

**Account Number**

100-1000-110-0210

**Function Code**

1000 - Instruction

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

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

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

Evidence suggests the use of instructional coaches can positively and significantly impact teacher professional development through mentoring, instructional planning, and instructional efficacy. This, in turn, supports improved student learning. We plan to employ 2 instructional coaches (1 secondary, 1 elementary) to support teacher professional learning specifically targeted to addressing learning loss

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$40,000
<b>Budgeted Expenditures in SFY 2023</b>	\$114,000
<b>Budgeted Expenditures in SFY 2024</b>	\$114,000
<b>Total Expenditures</b>	<u>\$268,000</u>

**Status**

Task Force Review

Line Item ID: 271-3-0002

**Allocation Type**

Direct Allocation

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

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

**Account Name**

Salary Certified

**Account Number**

100-1000-110-0210

**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**

Teacher pay for summer learning opportunities. Summer learning is offered to all students. Teachers personalize their learning based on their diagnostic testing, state assessments, formative, and summative tests.

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

**Status**

Task Force Review

Line Item ID: 271-3-0003

**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 Supplies and Materials

**Account Number**

100-1000-610-0260

**Function Code**

1000 - Instruction

**Object Code**

610 - General Supplies and Materials

**Allowable Use**

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

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

IXL math - A personalized tool for our 8-12th grade to provide additional math help.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$1,150**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$1,150**Status**

Task Force Review

Line Item ID: 271-3-0004

**Allocation Type**

Direct Allocation

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

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

**Account Name**

Salary Certified

**Account Number**

100-1000-110-0210

**Function Code**

1000 - Instruction

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

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

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

Teacher pay for Orton-Gillingham training opportunities/LETRS Training

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$4,500**Budgeted Expenditures in SFY 2023** \$3,000**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$7,500**Status**

Task Force Review

Line Item ID: 271-3-0005

**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**

Other Professional Educational Services

**Account Number**

100-1000-400-0237

**Function Code**

1000 - Instruction

**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**

TeamMates school-based mentoring program that helps connect middle and high school students with a local mentor to support their academic, social, and emotional needs. Participants have documented increased grades, reduced discipline referrals, and decreased absences. We will be implementing this program.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$7,500**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$7,500**Status**

Task Force Review

Line Item ID: 271-3-0006

**Allocation Type**

Direct Allocation

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

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

**Account Name**

General Supplies and Materials

**Account Number**

100-1000-610-0260

**Function Code**

1000 - Instruction

**Object Code**

610 - General Supplies and Materials

**Allowable Use**

10 - Providing mental health services and supports.

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

School Connect SEL curriculum. Does to Covid 19 our students have struggles socially when back in the classroom. This curriculum will help our students work through hard times and their emotional well being.

**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**Total Expenditures** \$6,500**Status**

Task Force Review

Line Item ID: 271-3-0007

**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**

General Supplies and Materials

**Account Number**

100-1000-610-0260

**Function Code**

1000 - Instruction

**Object Code**

610 - General Supplies and Materials

**Allowable Use**

10 - Providing mental health services and supports.

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

Panorama SIT team data collections. Panorama allows our teachers and administrators to see social emotional needs, attendance, and academics in one area. It allows us to create personal plans for our students and to assign them a teacher/admin mentor to help them reach their goal. We will use this to track attendance and those out from covid, see areas we can support them in their social-emotional learning from the pandemic, and learning loss tracked from our assessments.

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

**Status**

Task Force Review

Line Item ID: 271-3-0008

**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**300 - PURCHASED PROFESSIONAL  
AND TECHNICAL SERVICE**Account Number**

100-1000-300-0235

**Function Code**

1000 - Instruction

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

Computers and projectors for tier 2 and 3 instruction and personalized instruction - Chrome books will allow our students to have their own device to take home with an agreement from parents to have their children complete their reading and math pathway at home for 60 minutes throughout the week. This will help with learning loss due to the pandemic. If another school closure would happen due to COVID this would help ensure our students have the tools they need to be successful. The touch screen projectors are to help engage our learners and to work with our tier 2 and 3 students that suffered academically from the pandemic. We will be purchasing 5 projectors and 200 chrome books.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$141,293
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	\$141,293

**Status**

Task Force Review

Line Item ID: 271-3-0011

**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**

General

**Account Number**

06-1000-644

**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**

I ready math and reading plus. IQL - High school. Due to covid our students learning loss is above average. We need to partner with our parents and have a commitment from students to work on their learning pathway that is personalized to their needs. These programs are research based and will be utilized daily. This will allow teachers time to focus on their grade level standards.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$22,115
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$22,115</u>

**Status**

Task Force Review



# ESSER III APPLICATION FOR D0307

**Status**

Task Force Review

## KSDE Application Comments

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

## Current Directory Information

<b><u>District</u></b>	<b><u>Address</u></b>	<b><u>Mail Address</u></b>
Ell-Saline	412 E. Anderson, Brookville, KS 674250157	P.O. Box 157, Brookville, KS 674250157
<b><u>Superintendent Name</u></b>	<b><u>Superintendent E-mail Address</u></b>	<b><u>Superintendent Phone Number</u></b>
Brian Rowley	browley@ellsaline.org	(785) 914-5602

## Authorized Representative of the District Information

<b><u>Name</u></b>	<b><u>Position of Title</u></b>	<b><u>E-mail Address</u></b>	<b><u>Phone Number</u></b>
Brian Rowley	Superintendent	browley@ellsaline.org	(785) 914-5602

## 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.ellsaline.org/vimages/shared/vnews/stories/620c0fc0989d2/USD%20307%20COVID%20Plan%203-21-22.docx.pdf>

## Use of Funds for CDC Guidance

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

The funds will be used to provide cleaning supplies, gloves, and masks as needed per the CDC guidance. At this time the CDC Guidance does not require these preventative measures.

## Stakeholder Engagement

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

### Students

The principal at the Middle/High School met with the Student Council to discuss the proposed ESSER III plan and to receive their feedback. There were also students who participated in the online community surveys, which were open to any student who wanted to respond. These surveys were sent out via text message and email and posted on the school webpage and Facebook. 7% of our total student population responded to the survey. Building Administrators met with organizations and subgroups to discuss the ESSER III plan. The following was asked for most from our students: Additional instructional materials and resources; Expanded social and emotional learning and mental health services; Providing additional technology for student use. Our ESSER III plan has taken into consideration all of these items and provided for them.

## **Families**

The district has not had much attendance when we hold parent meetings so instead we engaged our parents by attending our parent organizations: The Elementary Cardinal Parent-Teacher Association (November 7, 2022) and the Middle/High School Booster Club.

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. Ninety parents or 37% of our parents responded to the survey. 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:

Summer Learning Programs

Expanded Social and Emotional Learning and Mental Health Services

Purchasing additional supplies to sanitize and clean facilities

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. Administrators meet monthly with our Special Education Co-op Leaders to discuss student needs as well. 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.

Summer Learning Programs

Expanded Social and Emotional Learning and Mental Health Services

Additional Instructional Materials and Resources

Purchasing Additional Supplies to Sanitize and Clean Facilities

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. We had five teachers on our committee which made most decisions related to our needs and where to spend the money. The NEA President was included in this group. Approximately 40% of the total staff responded to the survey. Their focus was on additional learning supplies and curriculum, safety and health procedures and social emotional support for students. Our plans are reflective of those various conversations. Highlights of these collaborative conversations include:

Purchasing cleaning materials, plastic dividers, gloves, and masks

Enhancing our Summer Learning Programs to help students academically and social-emotionally.

Adding a social-emotional counselor to help our students

Providing additional instructional and curricular platforms to assist teachers identifying and helping students with any learning loss

Additional pay to help retain and attract quality teachers and staff to help with student learning loss and providing safe buildings and transportation.

## **Tribes**

In a review of our student information system, we identified two students who reported as members of a tribe. They indicated the following strategies would be of the greatest benefit to them:

Summer Learning Programs

Expanded Social and Emotional Learning and Mental Health Services

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 to seek feedback regarding suggestions to best meet the needs of students as it relates to their civil rights:

ACLU-KS

Kansas Human Rights Commission

While we did not hear back from anyone, we have still implemented the following supports which will benefit all populations of our students:

\* Allowing all K-6 students to attend our Summer Camp

\* Purchasing technology and curriculum to better meet the learning and assessing needs of our students and staff to help with learning loss for 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**

We have worked closely with our students and representatives of the subgroup populations in our school district in developing our ESSER support plan. We have conducted surveys and have also engaged in focus group conversations. Children with disabilities and their parents were sent the survey; Our English Learner students met with Building Administrators to discuss their needs. Their concerns mimicked our other groups focusing on learning, safety and social emotional needs. We do not have migratory students, children who are incarcerated or other identified underserved students subgroups this includes zero students classified as homeless or foster students. Through those surveys and conversations, it was clear that the following supports were most needed.

Summer Learning Programs

Expanded Social and Emotional Learning and Mental Health Services

Additional Instructional Materials and Resources

Purchasing Additional Supplies to Sanitize and Clean Facilities

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**

The survey we provided to our families was provided to the public at ball games during the 2020-2021 School Year. Input was also requested informally during Board of Education Meetings. Our public (parents, patrons, students and staff) was invited to attend our Board Meetings and to fill out our survey which was posted on the website and sent via email. There were 13 responses from our public other than our parents, staff and students. Unlike many other districts, we did not have staff, students, parents or patrons at our Board Meetings because we communicated with our public and made common sense decisions related to our plans and the safety of our students and staff. Continued discussion take place at Board of Education Meetings and our Steering Committee Meetings. Clean facilities, Social-Emotional Programs and efforts to address learning loss were identified as needs and taken into consideration.

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

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

COVID-19 has impacted our district by demanding additional cleaning materials and work hours. Our staff and students suffered from stress and other social-emotional issues. It has been evident through testing that our students have suffered learning loss compared to scores before the pandemic. These areas have impacted all students in some way or another.

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

USD 307 will use the funds to address the academic impact of lost instructional time through the implementation of evidence-based interventions including the Fastbridge Learning Program, Dream Box, Reading Plus and Summer School.

**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 supporting 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 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, including students from low-income families and children with disabilities;
- \*continue to support professional development that broadens the learning 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 any 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.

## Allocations

	Direct Allocation	True Up Allocation	Total Allocation		20% Minimum
ESSER III Allocations	\$421,123	\$0	\$421,123	ESSER III Allocations	\$84,225
Approved Total	\$0	\$0	\$0	Approved Total	\$0
Amount Left	\$421,123	\$0	\$421,123	Amount Still Needed	\$84,225
In Review Total	\$418,279	\$0	\$418,279	In Review Total	\$84,225
Amount Left	\$2,844	\$0	\$2,844	Amount Still Needed	\$0

## Line Items

ID	Allocation Type	Learning Loss	Function Code	Object Code	Allowable Use	Total Expenditures	Status
307-3-0001	Direct	True	1000	111	11A	\$24,080	Task Force Review
307-3-0002	Direct	True	1000	221	11A	\$1,800	Task Force Review
307-3-0003	Direct	True	1000	260	11A	\$38	Task Force Review
307-3-0004	Direct	True	2710	121	11A	\$3,915	Task Force Review
307-3-0005	Direct	True	2710	221	11A	\$292	Task Force Review
307-3-0006	Direct	True	1000	610	11A	\$4,797	Task Force Review
307-3-0007	Direct	False	2120	111	10	\$105,000	Task Force Review
307-3-0008	Direct	False	2120	221	10	\$9,500	Task Force Review
307-3-0009	Direct	False	2120	250	10	\$160	Task Force Review
307-3-0010	Direct	True	1000	321	12	\$3,760	Task Force Review
307-3-0011	Direct	False	1000	321	12	\$10,534	Task Force Review
307-3-0012	Direct	True	1000	653	12	\$10,000	Task Force Review
307-3-0014	Direct	False	1000	111	16	\$198,000	Task Force Review
307-3-0015	Direct	False	1000	221	16	\$10,500	Task Force Review
307-3-0016	Direct	False	1000	260	16	\$360	Task Force Review
307-3-0017	Direct	True	1000	644	12	\$35,543	Task Force Review

## Line Item Details

Line Item ID: 307-3-0001

**Allocation Type**

Direct Allocation

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

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

**Account Name**

Summer Sch Teacher Salari

**Account Number**

47-1000-111-02

**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**

Six Teacher Salaries for Summer Camp to help with learning loss for 70 - 90 per summer for students k-6 for the summers of 2022 and 2023.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
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<b>Budgeted Expenditures in SFY 2022</b>	\$14,480
--	----------

<b>Budgeted Expenditures in SFY 2023</b>	\$9,600
--	---------

<b>Budgeted Expenditures in SFY 2024</b>	\$0
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<b>Total Expenditures</b>	<u>\$24,080</u>
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**Status**

Task Force Review

Line Item ID: 307-3-0002

**Allocation Type**

Direct Allocation

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

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

**Account Name**

Summer Sch Teacher FICA/FICM

**Account Number**

47-1000-221-02

**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**

Pay FICA taxes for Summer Camp Teachers

<b>Budgeted Expenditures in SFY 2021</b>	\$0
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<b>Budgeted Expenditures in SFY 2022</b>	\$1,080
--	---------

<b>Budgeted Expenditures in SFY 2023</b>	\$720
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<b>Budgeted Expenditures in SFY 2024</b>	\$0
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<b>Total Expenditures</b>	<u>\$1,800</u>
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**Status**

Task Force Review

Line Item ID: 307-3-0003

**Allocation Type**

Direct Allocation

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

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

**Account Name**

Teacher Unemployment

**Account Number**

47-1000-260-02

**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**

Pay Teacher Unemployment for Summer Camp

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$18**Budgeted Expenditures in SFY 2023** \$20**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$38**Status**

Task Force Review

Line Item ID: 307-3-0004

**Allocation Type**

Direct Allocation

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

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

**Account Name**

Summer Sch Bus Salaries

**Account Number**

47-2710-121-02

**Function Code**

2710 - Vehicle Operation

**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**

Pay Bus Drivers to transport students to and from Summer Camp

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$1,915**Budgeted Expenditures in SFY 2023** \$2,000**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$3,915**Status**

Task Force Review

Line Item ID: 307-3-0005

**Allocation Type**

Direct Allocation

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

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

**Account Name**

Summer School FICA/FICM

**Account Number**

47-2710-221-02

**Function Code**

2710 - Vehicle Operation

**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**

Pay Bus Drivers to transport Students to Summer Camp

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$142**Budgeted Expenditures in SFY 2023** \$150**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$292**Status**

Task Force Review

Line Item ID: 307-3-0006

**Allocation Type**

Direct Allocation

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

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

**Account Name**

Summer Sch Teach Supplies

**Account Number**

47-1000-610-00

**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**

Curriculum, Supplies, Fees for Summer Camp to address learning loss. Fees are for field trips to pay for student participation and admittance to attend museums, zoos, bowling, fishing permits and other field trip related expenses.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$1,797**Budgeted Expenditures in SFY 2023** \$3,000**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$4,797**Status**

Task Force Review

Line Item ID: 307-3-0007



**Allocation Type**

Direct Allocation

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

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

**Account Name**

Counselor Salaries

**Account Number**

47-2120-111-05

**Function Code**

2120 - Guidance Services

**Object Code**

111 - Full-Time Certified Salaries

**Allowable Use**

10 - Providing mental health services and supports.

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

Pay the salary for a social emotional counselor to help our students with their emotional issues which may affect their learning and learning loss.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
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<b>Budgeted Expenditures in SFY 2022</b>	\$45,000
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<b>Budgeted Expenditures in SFY 2023</b>	\$60,000
--	----------

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

<b>Total Expenditures</b>	<u>\$105,000</u>
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**Status**

Task Force Review

Line Item ID: 307-3-0008

**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**

Counselor FICE/FICM

**Account Number**

47-2120-221-05

**Function Code**

2120 - Guidance Services

**Object Code**

221 - FICA - Employer's Contribution

**Allowable Use**

10 - Providing mental health services and supports.

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

Social Emotional Counselor FICA

<b>Budgeted Expenditures in SFY 2021</b>	\$0
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<b>Budgeted Expenditures in SFY 2022</b>	\$3,500
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<b>Budgeted Expenditures in SFY 2023</b>	\$6,000
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<b>Budgeted Expenditures in SFY 2024</b>	\$0
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<b>Total Expenditures</b>	<u>\$9,500</u>
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**Status**

Task Force Review

Line Item ID: 307-3-0009

**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**

Counselor Unemployment

**Account Number**

47-2120-250-05

**Function Code**

2120 - Guidance Services

**Object Code**

250 - Tuition Reimbursement

**Allowable Use**

10 - Providing mental health services and supports.

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

Social Emotional Counselor Unemployment Taxes

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$60**Budgeted Expenditures in SFY 2023** \$100**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$160**Status**

Task Force Review

Line Item ID: 307-3-0010

**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**

Contracted Serv-Fastbridg

**Account Number**

47-1000-321-00

**Function Code**

1000 - Instruction

**Object Code**

321 - Instructional Programs Improvement Services

**Allowable Use**

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

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

Fastbridge helps our staff assess our students academically and social emotionally so we can better meet their needs and address learning loss from the Pandemic.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$1,760**Budgeted Expenditures in SFY 2023** \$2,000**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$3,760**Status**

Task Force Review

Line Item ID: 307-3-0011

**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**

Contracted Serv-SecondStep

**Account Number**

47-2213-321-00

**Function Code**

1000 - Instruction

**Object Code**321 - Instructional Programs  
Improvement Services**Allowable Use**

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

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

Second Step is a social emotional curriculum which helps us address students social emotional needs which may affect learning loss.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$4,534
<b>Budgeted Expenditures in SFY 2023</b>	\$6,000
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$10,534</u>

**Status**

Task Force Review

Line Item ID: 307-3-0012

**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**

Contracted Serv - Dreambox

**Account Number**

47-1000-644-04

**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**

Dreambox is used to provide interventions and supports to our students to address learning loss. Students identified below grade level in grades 6-12 will be provided additional remediation and learning opportunities via our tiered system of supports.

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

**Status**

Task Force Review

Line Item ID: 307-3-0014

**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**

Premium Pay

**Account Number**

47-1000-111-00

**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**

We will pay retention pay to 66 full time employees \$2000 in 22-23 as we have loss several teachers in the last two years and are unable to find staff for all positions. We will pay 66 full time staff \$1000 in 23-24. Not having qualified staff in positions and not having any staff in positions negatively affects students academics and the learning loss they experienced during the pandemic.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$132,000
<b>Budgeted Expenditures in SFY 2023</b>	\$66,000
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$198,000</u>

**Status**

Task Force Review

Line Item ID: 307-3-0015

**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**

Premium Pay -FICA

**Account Number**

47-1000-221-00

**Function Code**

1000 - Instruction

**Object Code**

221 - FICA - Employer's Contribution

**Allowable Use**

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

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

Retention Pay FICA to help retain and hire teachers to help reduce student learning loss.

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

**Status**

Task Force Review

Line Item ID: 307-3-0016

**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**

Premium Pay - Unemployment

**Account Number**

47-1000-250-00

**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**

Pay unemployment taxes for Premium Pay to retain and hire teachers to address students learning loss.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$180**Budgeted Expenditures in SFY 2023** \$180**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$360**Status**

Task Force Review

Line Item ID: 307-3-0017

**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**

Textbooks

**Account Number**

47-1000-644-02

**Function Code**

1000 - Instruction

**Object Code**

644 - Textbooks

**Allowable Use**

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

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

ELA Curriculum for our K-6 that will give us an opportunity for learning loss and strategies to help improve learning for our tier 2 & 3 students. This is core curriculum that comes with additional supplemental materials that we were not scheduled to purchase at this time. The Supplemental Materials will help us address learning loss and strategies to help improve learning. The total cost of the curriculum was more than the listed \$35,543.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$35,543**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$35,543**Status**

Task Force Review



# ESSER III APPLICATION FOR D0330

Status

Task Force Review

## KSDE Application Comments

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

## Current Directory Information

<b><u>District</u></b>	<b><u>Address</u></b>	<b><u>Mail Address</u></b>
Mission Valley	511 East 2nd Avenue, Eskridge, KS 664230158	PO Box 158, Eskridge, KS 664230158
<b><u>Superintendent Name</u></b>	<b><u>Superintendent E-mail Address</u></b>	<b><u>Superintendent Phone Number</u></b>
William Clark	bclark@mv330.org	(866) 557-6686

## Authorized Representative of the District Information

<b><u>Name</u></b>	<b><u>Position of Title</u></b>	<b><u>E-mail Address</u></b>	<b><u>Phone Number</u></b>
William J. Clark	Superintendent	bclark@mv330.org	(785) 449-2282

<b><u>Other District Representative 1 - Name</u></b>	<b><u>Other District Representative 1 - E-mail Address</u></b>
Tasha Raine	traine@mv330.org

<b><u>Other District Representative 2 - Name</u></b>	<b><u>Other District Representative 2 - E-mail Address</u></b>
Sean Cochran	scochran@mv330.org

## Plan for Safe Return

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

USD 330 Mission Valley website [www.mv330.org](http://www.mv330.org) link: <https://5il.co/1kr7k>

## 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 330 Mission Valley was able to remain in-person during the majority of the pandemic. As with other districts we did provide remote learning when schools in Kansas were not able be face-to-face but besides that 9-week portion of time for the greatest extent we remained in person. We did end the first semester of the 21-22 school year down a couple days early but it was due to a combination of COVID-19 cases and also the fact that we had a significant weather event which severely damaged our roof.

USD 330 Mission Valley did utilize ESSER I, ESSER II and SPARK dollars to purchase cleaning supplies, products to assist with keeping facilities and transportation vehicles sanitized. In addition, funds were used to employ an extra custodian whose primary duty is to walk around and clean/disinfectant surfaces & areas that are frequently touched. Students, staff, and patrons continue to have the option of using masks while on district property.

# 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, USD 330 Mission Valley provided students the opportunity to take a survey on how they believed that the funds should be utilized. 38% of the people who responded to the survey were students.

In addition, information was gathered from discussions with student groups conducted a survey and hosted focus groups with student leadership groups to determine their highest levels of need for pandemic related instruction and support. The following supports received the most interest from our students:

Recommended that funds be used to: Hire/maintain staff to provide interventions

Recommended that fund be used for: Additional instructional resources

Recommended that funds be used for: Additional Extra-Curricular Activities

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. Of the responses to the survey directly targeting the use of ESSER III funds, approximately 30% of responses came from parents. The survey was presented at 2 different times. In addition, conversations occurred at site council meetings.

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:

Additional personnel and staff support for academic intervention

Additional instructional materials and resources (software, textbooks, curriculum, etc.)

Afterschool and summer educational opportunities

Maintaining staff

## 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.

Maintaining sufficient and effective staff in all areas of the district

Additional personnel and staff support for academic intervention

Additional instructional materials and resources (software, textbooks, curriculum, etc.)

Afterschool and summer educational opportunities

You will see that this information plays a prominent role in our ESSER plan.

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



The development of our ESSER plan has been a collaborative effort of multiple stakeholder groups including: staff, students, parents, administration and state organizations. The district directly worked with our teachers in various meeting settings such as general staff meetings to building leadership team meetings, to curriculum meetings, etc...

Through the negotiations process the USD 330 BOE agreed to provide incentive pay to staff who had returned from the previous school year and then again at the end of the school year to those who were planning to return the following year.

A survey was provided to staff (both licensed and classified) to gather their feedback, Well over 30% of the replies to our surveys came from staff. As a rural school many of our staff members are also parents of children who attend our district and are patrons of our communities. The 3 highest areas identified for need were: 1) Additional personnel and staff support for academic intervention. 2) Additional behavioral support and interventions and 3) Additional instructional materials and resources (software, textbooks, curriculum, etc.

Our plans are reflective of those various conversations. Highlights of these collaborative conversations include:

Maintaining sufficient and effective staff in all areas of the district

Additional personnel and staff support for academic intervention

Additional instructional materials and resources (software, textbooks, curriculum, etc.)

Afterschool and summer educational opportunities

## **Tribes**

An email was sent out to both the Sac and Fox Tribe and the Kickapoo Tribe on November 7, 2022. This email provided brief information about USD 330 Mission Valley and included information on how funds from ESSER I and ESSER II were utilized, along with a description of the plan for the use of ESSER III funds. Each email included the contact information for the USD 330 Mission Valley superintendent and asked for the input from the representative of these tribes. We received one reply back and it was indicated that they supported our description of how the funds should be utilized. The other tribe did not respond back to the survey.

The following supports are still planned to be implemented as we feel that it addressed the needs of all students, including students that may belong to a Native American Tribe:

Supports to retain staff

Academic supports such as our EXCEL program and the Jump Start Program for the elementary students

Academic resources (curriculum resources)

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

An email was sent to the Disability Rights Center of Kansas and to Families Together Inc. on November 7, 2022. This email provided brief information about USD 330 Mission Valley and included information on how funds from ESSER I and ESSER II were utilized, along with a description of the plan for the use of ESSER III funds. Each email included the contact information for the USD 330 Mission Valley superintendent and asked for the input from the representative of these organizations.

In addition, an email requesting input was also sent to CrossWinds Counseling & Wellness (Emporia), TARC of Topeka, and Pottawatomie-Wabaunsee County Infant Toddler Services requesting their input as they are active participants in the lives of many of our students and families. The feedback we received indicated that they were supportive of how we had spent previous ESSER funds and that they did not provide any specific areas of where funds should be spent other than what we have been spending them on previously.

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

A survey was provided all parents and patrons of USD 330 Mission Valley. All parents with a child with a disability, foster care providers in the district, parents of English Language Learners, or underserved did have the opportunity to complete the survey. Our rural district has approximately 20% of students who receive specialized services. The number of children who are homeless, in foster care, migratory, or incarcerated is extremely small and in some areas there are none.

Of the 140 responses from the survey we can provide the following information regarding the # of responses from a given sub-group:

Children with Disabilities--15 (I would like to add that I have multiple Board of Education members who have a child that receives special education services).

Foster Care Providers---1 (We have family who provides foster care to multiple children in our district)

English Language Learners---0

Homeless--1 (Students identified in our district as homeless are identified primarily because their family is displaced due to economic reasons and are forced to stay with others)

Migratory---0

Incarcerated--0

The survey included questions related their opinions on how the district should prioritize spending ESSER funds

In addition to the survey, a letter was sent to local agencies that provide mental health and family support services:

\*Crosswinds Counseling & Wellness

\*TARC

\*Potawatomie/Waubunsee Infant-Toddler Services

\*Families Together

The letter gave a brief overview of the district, how the district has spent ESSER I and ESSER II funds, and requested that they provide any feedback. The survey included questions related their opinions on how the district should prioritize spending ESSER funds.

During the time of the planning we did not have any students who were:

\*Incarcerated

\*Migratory students

\*English Language Learners.

USD 330 Mission Valley is a "single district" and provides its own special education services for students who have been identified as requiring support. Planning for the use of ESSER funds was also discussed extensively between special education building staff, building administration, Director of Special Services, and Superintendent. Other staff involved in discussions included the School Resource Officer, School Licensed Social Worker, School Psychologist, and 7-12 Counselor.

Through results of the survey, planning meetings, discussion with stake holders, etc... it is believe that the following would be beneficial to support all students, including those with disabilities, any ELL students that might enroll, homeless students, students in foster care, migratory students, incarcerated students, and all underserved students.

1) Summer School Program (Jump Start)

2) KG Bootcamp

3) EXCEL Teacher at 7-12 (Provides interventions at secondary level)

4) Professional development for staff focused on student support/trauma support/etc..

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

The survey was provided to the patrons of the district, conversations regarding ESSER funds have occurred during open sessions of BOE meetings. The public is invited to attend any and all BOE meetings. The public, including parents of children who attend the school district, provided feedback during site council meetings and also during the 2021-2022 school year as we went through a bond planning campaign. During the planning meetings as we discussed the needs of the district we discussed the impact that ESSER funds could potentially have or not have. The survey that was sent out also elicited feedback from individuals who were not staff members. Our district is spread out over 372 miles and we have an enrollment of approximately 450 students. The survey that we sent out was answered by 140 separate individuals with 48% of the responses coming from parents and or other non-school staff patrons of the district.

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

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

COVID-19 impacted USD 330 Mission Valley, as well as other districts across the state in multiple ways. Besides the daily emotional strain on students and staff of the "unknown" of what was down the road and the ever daunting task of trying to figure out how to give the students the best education in a remote environment there were also other impacts that were felt. We believe the greatest impact was that to students who are viewed as At-Risk and students who were receiving services for a disability. We believe all students were impacted in some way, and that the majority of the students have since adjusted well and made gains back from what was lost, however, the fact remains that those students who were already struggling and receiving support did not recover as fast as others. One key area was that at the elementary. One strategy that we implemented was to have what we call the Jump Start Program. This program is a 3 week program for elementary students who we felt were At-Risk. The Jump Start program focused not only on academic skills (phonics, reading, and math) but also focused on social-emotional skills. In 2020 we invited 74 students that was determined to have a need for assistance. Of the 74 invited, 33 attended. In 2021 we invited 36 students and of the 36, 26 attended. In 2022, we invited 63, and 20 attended.

At the elementary we have also observed that incoming KG students often were lacking some basic academic skills, but also lacked social skills and really needed to learn how to be around other kids. The pandemic we felt caused isolation of some families as they often just stayed home. In 2021 we started a KG Bootcamp. The purpose of KG Bootcamp is to prepare incoming KG students for school. Introduce them to routines, expectations, and how to "get along" with others. In 2021 we had 15 attend KG Bootcamp and in 2022 we had 32 attend KG bootcamp.

In addition to the programs at the K-6, USD 330 Mission Valley will also use ESSER III dollars to support the EXCEL programs at the 7-12 level. This program utilizes a licensed teacher to provide interventions to students who have been identified as needing academic support in the general education setting. This program helps students directly with tutoring assistance, planning, organization, ACT prep, as well as, providing interventions to students who score low on various assessments and screeners which have identified them as needing additional academic support.

**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 330 Mission Valley will use ESSER III funds to address the academic impact of lost of instructional time through the implementation/continuation of the following:

1) Support funding support of the EXCEL program (Excellence in Curriculum and Everyday Learning Program). The EXCEL teacher provides the following: managing students identified at the 7-12 level as at-risk, conducts oral reading fluency administration to students identified on assessments as needing support, interprets MAP assessment data and chooses interventions, leads the SIT/GEI intervention team with building administration, progress monitors, assist with preparing students for ACT/Work Keys/Accuplacer, provides academic interventions & extensions, manages credit recovers program (Edgenuity). In this program there is small group instruction, 1-1 support, helping students with Zones of Regulation, using problem solving strategies.....all of these are part of the KSDE approved evidence practices.

2) Support summer activities at the K-6 which include the continuation of the K-6 Summer Jump Start and KG Bootcamp. The K-6 Summer Jump Start program has been in place for the past 3 summers supported by previous ESSER funds. This program is a 3 week program for elementary students who we felt were At-Risk. The Jump Start program focused not only on academic skills (phonics, reading, and math) but also focused on social-emotional skills. In 2020 we invited 74 students that was determined to have a need for assistance. Of the 74 invited, 33 attended. In 2021 we invited 36 students and of the 36, 26 attended. In 2022, we invited 63, and 20 attended.

3) At the elementary we have also observed that incoming KG students often were lacking some basic academic skills, but also lacked social skills and really needed to learn how to be around other kids. The pandemic we felt caused isolation of some families as they often just stayed home. In 2021 we started a KG Bootcamp. The purpose of KG Bootcamp is to prepare incoming KG students for school. Introduce them to routines, expectations, and how to "get along" with others. In 2021 we had 15 attend KG Bootcamp and in 2022 we had 32 attend KG bootcamp.

These programs would fall under KSDE approved practice of summer school, providing early learning opportunities to KG students, small group instruction.

4) Although we are not fully committed we are also looking at purchasing new science curriculum which offers a broader range of differentiated instruction and purchasing KAGAN training. KAGAN training is an approved evidence based practice as listed on the KSDE website..

Extended School Year services will still be provided as part of the students IEP if determined to be a need from the staffing team. All students are eligible to attend the K-6 Jump Start Program and KG Bootcamp.

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

Remaining ESSER III funds will primarily be spent to provide staff "premium pay" as an incentive to maintain staffing levels that allow us to continue to offer all the services we currently do, as well as, to help keep the high quality licensed staff members that we have. We will also utilize funds to continue to employ an extra custodian whose primary responsibility will be cleaning and sanitization.

### **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 students that were impacted the most from the pandemic were the students who were already targeted as those "at-risk". For USD 330 Mission Valley the largest group would be those from low-income families and disabilities. Students attending K-6 Jump Start Program have pre and post academic skills measured. We will also continue to monitor assessment data. Example.....our ACT scores dropped during the pandemic, however, utilizing the EXCEL program we were able to provide support to those who needed a boost and several students who participated in the program increased their scores.

## Allocations

	Direct Allocation	True Up Allocation	Total Allocation		20% Minimum
ESSER III Allocations	\$333,882	\$0	\$333,882	ESSER III Allocations	\$66,777
Approved Total	\$0	\$0	\$0	Approved Total	\$0
Amount Left	\$333,882	\$0	\$333,882	Amount Still Needed	\$66,777
In Review Total	\$333,882	\$0	\$333,882	In Review Total	\$76,270
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
330-3-0001	Direct	False	1000	110	1A	\$121,540	Task Force Review
330-3-0002	Direct	True	1000	110	12	\$42,000	Task Force Review
330-3-0003	Direct	True	1000	110	11A	\$3,000	Task Force Review
330-3-0004	Direct	True	1000	110	11A	\$9,000	Task Force Review
330-3-0005	Direct	True	1000	200	12	\$3,500	Task Force Review
330-3-0006	Direct	True	1000	200	11A	\$300	Task Force Review
330-3-0007	Direct	True	1000	200	11A	\$750	Task Force Review
330-3-0008	Direct	True	1000	210	12	\$5,520	Task Force Review
330-3-0009	Direct	False	1000	220	1A	\$9,300	Task Force Review
330-3-0010	Direct	False	1000	260	1A	\$122	Task Force Review
330-3-0011	Direct	False	1000	270	1A	\$600	Task Force Review
330-3-0012	Direct	False	2200	120	1A	\$115,750	Task Force Review
330-3-0013	Direct	True	2200	120	11A	\$3,000	Task Force Review
330-3-0014	Direct	True	2200	200	11A	\$300	Task Force Review
330-3-0015	Direct	True	2200	220	1A	\$8,900	Task Force Review
330-3-0016	Direct	False	2200	260	1A	\$120	Task Force Review
330-3-0017	Direct	False	2200	270	1A	\$3,500	Task Force Review
330-3-0018	Direct	False	2600	120	16	\$6,000	Task Force Review
330-3-0019	Direct	False	2600	200	16	\$680	Task Force Review

## Line Item Details

Line Item ID: 330-3-0001

**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 Salaries

**Account Number**

71100

**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**

Provide all district staff premium pay incentives for approximately 55 certified staff members for FY23 and FY24 to continue to address staffing requirements based on COVID. This supports the need to maintain staff at levels which allow for the continuation of school operation at all levels (academic, social-emotional) as well as ensuring we have adequate staff to clean and sanitize facilities, maintain current transportation so that we do not have reduce routes and put increased number of students on buses.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$67,770
<b>Budgeted Expenditures in SFY 2024</b>	\$53,770
<b>Total Expenditures</b>	<u>\$121,540</u>

**Status**

Task Force Review

Line Item ID: 330-3-0002

**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**

Excel Teacher Salary

**Account Number**

71240

**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**

During the pandemic students who already struggled with academics, or who were in need of extra support (academically, social-emotionally) slipped further behind. In addition, some students who typically would have made academic growth did not receive everything they needed to prepare for the ACT as an example. The EXCEL teacher that these funds are used for addresses those needs and others. The EXCEL teacher manages 7-12 at-risk populations, provides oral reading fluency administration to identify student needs in reading so that we can then get them interventions, they interpret MAP scores, leads 7-12 GEI and SIT to support struggling learners, many of whom were impacted by COVID-19. The help with ACT prep, provide academic extensions, and also handle Edgenuity for credit recovery.

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

<b>Budgeted Expenditures in SFY 2023</b>	\$14,000
--	----------

<b>Budgeted Expenditures in SFY 2024</b>	\$28,000
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<b>Total Expenditures</b>	<u>\$42,000</u>
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**Status**

Task Force Review

Line Item ID: 330-3-0003

**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**

KG Bootcamp Cert Salaries

**Account Number**

71300

**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**

During the pandemic, younger students were impacted in a variety of areas as they were not always able to access resources such as day care or attend pre-school consistently that would otherwise normally help prepare them for KG. These funds go to support the salaries of staff members who operate the KG Bootcamp that we have been hosting and plan to continue to host. This weeklong bootcamp assists with preparing incoming KG students for KG. This also allows staff to begin to assess possible future academic or social-emotional needs of students when they enter school for the first time. These needs were potentially caused by lack of experiences and exposure that they kids had during the pandemic.

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

**Status**

Task Force Review

Line Item ID: 330-3-0004



**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**

Jump Start Cert Salaries

**Account Number**

71500

**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**

As a result of COVID-19 many students lost out on valuable learning opportunities either as a result of school closure, or missing large amounts of school due to quarantine/isolation, as well as, sometimes not having the primary teacher in the classroom. Students in at-risk populations probably suffered the greatest. These funds will go to support the certified salaries of teachers who will operate our 3-week long summer jump start program.

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

**Status**

Task Force Review

Line Item ID: 330-3-0005

**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**

Excel FICA/UE/WC

**Account Number**

71250

**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**

This covers the additional cost of FICA/Unemployment/Work Comp for the salary of the EXCEL teacher.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$1,200
<b>Budgeted Expenditures in SFY 2024</b>	\$2,300
<b>Total Expenditures</b>	<u>\$3,500</u>

**Status**

Task Force Review

Line Item ID: 330-3-0006

**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**

KG BC Cert FICA/UE/WC

**Account Number**

71310

**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**

This covers FICA/Unemployment/Work Comp of the salaries for certified staff who are providing instruction for KG Bootcamp.

**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** \$300**Status**

Task Force Review

Line Item ID: 330-3-0007

**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**

JS Cert FICA/UE/WC

**Account Number**

71510

**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**

This covers certified staff who work the Jump Start Program. It covers FICA/Unemployment/Work Comp expenses.

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

Task Force Review

Line Item ID: 330-3-0008

**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**

Excel Instr Fringe

**Account Number**

71210

**Function Code**

1000 - Instruction

**Object Code**

210 - Group Insurance

**Allowable Use**

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

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

This covers the cost associated with the EXCEL teachers fringe benefits.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$2,760**Budgeted Expenditures in SFY 2024** \$2,760**Total Expenditures** \$5,520**Status**

Task Force Review

Line Item ID: 330-3-0009

**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**

Inst FICA

**Account Number**

71110

**Function Code**

1000 - Instruction

**Object Code**

220 - Social Security Contributions

**Allowable Use**

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

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

This covers the social security contributions for the premium pay received for instructional salaries.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$2,200**Budgeted Expenditures in SFY 2024** \$7,100**Total Expenditures** \$9,300**Status**

Task Force Review

Line Item ID: 330-3-0010

**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**

Instr Unemployment

**Account Number**

71130

**Function Code**

1000 - Instruction

**Object Code**

260 - Unemployment Compensation

**Allowable Use**

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

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

This covers the unemployment cost for the premium pay for instructional salaries.

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

Task Force Review

Line Item ID: 330-3-0011

**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**

Inst Work Comp

**Account Number**

71120

**Function Code**

1000 - Instruction

**Object Code**

270 - Worker's Compensation

**Allowable Use**

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

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

This covers the workman compensation cost for the premium pay of instructional salaries

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$400**Budgeted Expenditures in SFY 2024** \$200**Total Expenditures** \$600**Status**

Task Force Review

Line Item ID: 330-3-0012

**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**

Classified Salaries

**Account Number**

71200

**Function Code**

2200 - Support Services (Instructional Staff)

**Object Code**

120 - Regular Non-Certified Salaries

**Allowable Use**

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

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

Provide all district staff premium pay incentives for approximately 55 classified staff members for FY23 and FY24 to continue to address staffing requirements based on COVID. This supports the need to maintain staff at levels which allow for the continuation of school operation at all levels (academic, social-emotional) as well as ensuring we have adequate staff to clean and sanitize facilities, maintain current transportation so that we do not have reduce routes and put increased number of students on buses.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$64,750
<b>Budgeted Expenditures in SFY 2024</b>	\$51,000
<b>Total Expenditures</b>	<u>\$115,750</u>

**Status**

Task Force Review

Line Item ID: 330-3-0013

**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**

Jump Start Classified Salaries

**Account Number**

71520

**Function Code**

2200 - Support Services (Instructional Staff)

**Object Code**

120 - Regular Non-Certified Salaries

**Allowable Use**

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

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

This is to cover the cost of classified salaries who are providing support in the Jump Start Summer Program.

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

**Status**

Task Force Review

Line Item ID: 330-3-0014

**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**

JS Classified FICA/UE/WC

**Account Number**

71530

**Function Code**

2200 - Support Services (Instructional Staff)

**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**

This covers the cost of FICA/Unemployment/Work Comp for classified staff members working the summer jump start program.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$300
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$300</u>

**Status**

Task Force Review

Line Item ID: 330-3-0015

**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**

Classified FICA

**Account Number**

71230

**Function Code**

2200 - Support Services (Instructional Staff)

**Object Code**

220 - Social Security Contributions

**Allowable Use**

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

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

This is to cover the cost of social security contributions of classified staff working the jump start program.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$2,104
<b>Budgeted Expenditures in SFY 2024</b>	\$6,796
<b>Total Expenditures</b>	<u>\$8,900</u>

**Status**

Task Force Review

Line Item ID: 330-3-0016

**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**

Classified UE

**Account Number**

71170

**Function Code**

2200 - Support Services (Instructional Staff)

**Object Code**

260 - Unemployment Compensation

**Allowable Use**

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

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

This covers the cost of unemployment compensation for classified staff working jump start program.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$52
<b>Budgeted Expenditures in SFY 2024</b>	\$68
<b>Total Expenditures</b>	<u>\$120</u>

**Status**

Task Force Review

Line Item ID: 330-3-0017

**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**

Classified W/C

**Account Number**

71140

**Function Code**

2200 - Support Services (Instructional Staff)

**Object Code**

270 - Worker's Compensation

**Allowable Use**

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

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

This covers the cost of Workman's Comp for classified staff members receiving premium pay as previously described.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$761
<b>Budgeted Expenditures in SFY 2024</b>	\$2,739
<b>Total Expenditures</b>	<u>\$3,500</u>

**Status**

Task Force Review

Line Item ID: 330-3-0018

**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**

Custodial Salaries

**Account Number**

71400

**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**

As the result of the pandemic caused by COVID-19, an additional custodial staff member was brought on to support the cleaning and sanitizing needs of the district. This goes to support their salary.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$3,000
<b>Budgeted Expenditures in SFY 2024</b>	\$3,000
<b>Total Expenditures</b>	<u>\$6,000</u>

**Status**

Task Force Review

Line Item ID: 330-3-0019

**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**

Custodial FICA/UE/WC

**Account Number**

71410

**Function Code**

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

**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**

This covers the employee cost of FICA/unemployment/work comp of the additional custodial staff that was hired as a result of COVID-19.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$340
<b>Budgeted Expenditures in SFY 2024</b>	\$340
<b>Total Expenditures</b>	<u>\$680</u>

**Status**

Task Force Review





# ESSER III APPLICATION FOR D0341

**Status**

Task Force Review

## KSDE Application Comments

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

## Current Directory Information

<b><u>District</u></b>	<b><u>Address</u></b>	<b><u>Mail Address</u></b>
Oskaloosa Public Schools	404 Park Street, Oskaloosa, KS 660665022	404 Park Street, Oskaloosa, KS 660665022
<b><u>Superintendent Name</u></b>	<b><u>Superintendent E-mail Address</u></b>	<b><u>Superintendent Phone Number</u></b>
Mike Mathes	mmathes@usd341.org	(785) 863-2539

## Authorized Representative of the District Information

<b><u>Name</u></b>	<b><u>Position of Title</u></b>	<b><u>E-mail Address</u></b>	<b><u>Phone Number</u></b>
Mike Mathes	Superintendent	mmathes@usd341.org	(785) 863-2539
<b><u>Other District Representative 1 - Name</u></b>		<b><u>Other District Representative 1 - E-mail Address</u></b>	
Kim Heston		kheston@usd341.org	
<b><u>Other District Representative 2 - Name</u></b>		<b><u>Other District Representative 2 - E-mail Address</u></b>	

## Plan for Safe Return

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

[https://core-docs.s3.amazonaws.com/documents/asset/uploaded\\_file/1612495/American\\_Rescue\\_Plan\\_Safe\\_Return\\_-\\_USD\\_341\\_-\\_Federal\\_Requirement\\_as\\_of\\_6-22-21\\_\\_2\\_.pdf](https://core-docs.s3.amazonaws.com/documents/asset/uploaded_file/1612495/American_Rescue_Plan_Safe_Return_-_USD_341_-_Federal_Requirement_as_of_6-22-21__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?**

USD 341's Kansas State Assessment data indicates that in both reading and mathematics the number of students that need support due to learning loss increased in the last two school years. This learning loss has affected approximately two-thirds of our 583 students. The ESSER funds will allow us to fund additional teachers for academic intervention, curriculum alignment initiatives for learning loss progress, an ant-risk academic intervention administrator, school nurse support, and additional social worker support for social-emotional needs.

## Stakeholder Engagement

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

### Students

In developing our ESSER III plan, we hosted a focus group with Junior High and High School students to determine their highest levels of need for pandemic-related instruction and support. The following supports received the most interest from our students:

Funding for additional hours to support our District Nurse

In-Person Tutoring

\*PPE and Sanitation Supplies

## **Families**

We have worked closely with our families in developing our ESSER III support plan. During focus group conversations that engaged our parents/families, it was clear that parents are most interested in seeing the following items as part of our ESSER plan:

Student Success Teachers at all schools

An Additional Social Worker

\*Funding for and additional hours to support the District Nurse

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

Our administrative team has met regularly to review the needs of our student and staff populations both at the building and district levels. These meetings have included a review of data from our various special population groups. As a result of these meetings, the following have been determined as most important to address in our district.

High School Credit Recovery

In-Person Tutoring

Student Success Teachers

An Additional Social Worker

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

The development of our ESSER plan has been a collaborative effort of multiple stakeholder groups including: staff, students, parents, administration, and state organizations. Our plans are reflective of those various conversations. Highlights of these collaborative conversations include the inclusion of the following items in our ESSER III plan:

High School Credit Recovery

In-Person Tutoring

Curriculum subscriptions/materials to support gaps in reading/math

An Additional Social Worker

Funding for and additional hours to support the District Nurse

## **Tribes**

Based on the Tribal Leaders Directory, USD 341 does not have any federally- or state-recognized tribes within our boundaries.

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

We 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. The KAC representative was interested in support related to the physical infrastructure of schools, teacher retention, student nutrition, and technology to support virtual governance.

Although some of these needs are being met through other programs, it was determined that the following projects included in our ESSER III application would support their interest:

HVAC/Ionizer

PPE and Sanitation Supplies

Teacher and staff Retention Stipend

## **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 III Plan, we surveyed subgroup populations in our school district to determine the highest and lowest levels of need for pandemic-related instruction and support. Survey link below:

<https://forms.gle/tsixErEipwafgTZH7>

Due to the very low number of survey responses from the subgroup populations in our school district, it was difficult to come up with any reasonable conclusions.

USD 341 has no EL students, no homeless, and no migratory students, or no children who are incarcerated.

We have seven Foster Care children.

Here is the email sent to the Disability Rights Center of Kansas.

We are reaching out to you as an organization for children with disabilities to participate in our survey...we would appreciate your response by September 19.

[https://docs.google.com/forms/d/e/1FAIpQLScmDZatyGetK9dx4AtZ45mvBo3-ZwSBRYUpDYzfrzexUI\\_Q4/viewform?fbzx=3115425557484588733](https://docs.google.com/forms/d/e/1FAIpQLScmDZatyGetK9dx4AtZ45mvBo3-ZwSBRYUpDYzfrzexUI_Q4/viewform?fbzx=3115425557484588733)

On November 1, 2022, we surveyed parents of identified IEP students, At Risk students, and foster care students.

Survey for parents of IEP students and At Risk students

<https://docs.google.com/spreadsheets/d/1aB2i9z5XlaPNL0TnqQw6FkL0alapqzKfhQV98GrZMc/edit#gid=344492821>

The greatest financial need we have is increased and appropriate interventions for students who are receiving Tier II and Tier III interventions. Parent concerns included the desire for appropriate curriculum and instruction for their children who are in need of interventions. More specifically, purchasing curriculum with "Connecting Math Concepts" and "Reading Mastery" at the elementary level, and purchasing "No Red Ink" and "IXL" at the secondary level.

In surveying teachers, we determined the greatest need in tiered support was math intervention. Teachers have purchased and are utilizing math interventions including "Dreambox", "Study Island" and those listed above. Teachers requested and attended additional FastBridge training, and the increased need to purchase classroom structures and interventions. These are included, but not limited to: PBIS resources, checklists, classroom visuals, student rewards, and other resources that support the increased student need for both tiered support and social emotional needs.

Our patrons with foster children responded to the survey saying they wanted spending on the following:

- Summer learning programs
- Additional personnel support for academic intervention, learning loss, and accreditation
- Additional instructional materials and resources (software, textbooks, curriculum,
- Maintaining school nurse services
- Additional teaching staff to directly reduce class sizes (specifically in elementary)

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

The survey was put on the District Website last spring. As USD 341 reflects on the feedback from the various stakeholder groups, we took the time to analyze the data. We then came up with ways to share the ESSER III Plan results. USD 341 will share the results by:

- 1) Share results on our district website.
- 2) Share results at our District Leadership Team (DLT) meetings.
- 3) Share results at our Building Leadership Team (BLT) meetings.
- 4) Share results at our District Site Council (DSC) meetings.
- 5) Share results at our Building Site Council (BSC) 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.**

Our Kansas State Assessment data indicates that in both reading and mathematics the number of students that need support due to learning loss has increased in the last two school years because of the pandemic. This pattern is also found in those students that have disabilities, and those that are at-risk due to poverty. This learning loss has affected approximately two-thirds of our 583 students. The use of ESSER III funds will allow us to fund additional teachers for academic intervention, curriculum alignment initiatives for learning loss progress, an at-risk academic intervention administrator, school nurse support, and additional social worker support for social-emotional needs. All of these ESSER-funded strategies will help to meet the needs of these affected students.

On November 1, 2022, we surveyed our certified staff in grades 3-12. Here is what we found:

3 – 12 Teacher Survey

Our questions wanted to draw conclusions to students' academic social progress pre-covid and current. We surveyed ALL of our 3-12 classroom teachers.

<https://docs.google.com/spreadsheets/d/1gbv1m5cTixQG4qjZGllZT-IgCguYrpkMoKygnPf-yl8/edit#gid=1174446114>

Findings/Results:

Social-Emotional Discrepancies

Students display an unusually high level of apathy

Students have a low tolerance for social emotional needs. High Anxiety, lack of independence, and low social skills

Low impulse control and lack of motivation

Lack of appropriate social skills and peer relationships.

Increased need of social emotional connections

Low attendance and lack of ability to cope with regular classroom n

Analyze what this means for USD 341:

\*Staff will need to work with students on relationship building...want to come to school

\*Building Leadership Teams and Admin will develop a set of standards regarding what will happen daily in every classroom....Core Instruction

\*Building Admin will assign mentors for each student with the focus being relationship building

\*School is not easy for most students....all staff will need to focus on the lifeskill of perseverance

\*Continue survey students weekly about their social-emotional health

In addition, we surveyed our PK - 2 certified teachers. There are 11 of them and they ALL participated.

We wanted to measure the academic and social progress of these students that were impacted by COVID. We are looking for not only skill loss, but how COVID affected this group of students and how we can provide strategies to assist and remediate the learning loss. We also surveyed our 3-12 teachers to help us determine what the learning loss was that occurred due to COVID and get their thoughts on strategies to use to help students, socially, emotionally, and academically

Pre-K through 2nd Grade Certified Staff Survey:

<https://docs.google.com/spreadsheets/d/1wGs23UpXOX4fiF6rMG4Kfx19Rkjt5bjK2wJpWffm4Y/edit#gid=1025391868>

Social-Emotional Discrepancies

Heightened anxiety (observed by teachers and reported by parents)

Less able/willing to complete tasks independently; more apathetic

Poor impulse control; emotional regulation concerns

Lacking skills in appropriate peer-interactions and relationships

Difficulty with simple problem solving; lack coping skills

Teacher intervention needed for even the most simple problem-solving

Pre-K: significant social skill deficits; inability to follow 2-step directions and struggle to access learning in a whole group setting

Overall, less "school-ready"; difficulty understanding expectations of a school setting, therefore requiring teacher to spend more time having to teach students "how" to be in school

### Impact on Teaching/Change or Increase in Responsibilities

More instructional time spent at the beginning of the year on teaching basic expectations and procedures (i.e. holding a pencil, coloring, how to line up and walk in hallway, etc.)

Extensive time spent on social skill instruction at the Tier 1 level

Need for increase in positive behavioral supports

MTSS/TASN training for both behavior and math for committees of teachers

Transition for all staff to Fastbridge universal screening tool requiring more staff training

SAEBRS component providing BSEL screening tool with interventions

K-12 screening tool for consistency districtwide

Implementation of Bear Den Initiative schoolwide to help create school "families" as a way to create connections/relationships/comfort in school environment for students

Implementation of "Morning Meetings" to help address social/emotional needs of students; added more planning/prep for teachers as well as taken 15 minutes from schedule for academic instructional time

Increase in students with Tier 2 and Tier 3 needs; percentage of students entering school with academic and social/behavioral skill deficits has greatly increased

Shortage of resources/interventionists to meet these needs

### Impact of Student "Move-Ins" / Return of Remote Learners

Weaker fine motor skills; lacking appropriate letter and number formation; less stamina for written work

Inability to work "independently"; makes it difficult for classroom teachers to provide differentiated instruction with small groups when they are constantly pulled away to help students with material that is typically something that should be able to completed independently

Notable gaps in phonological awareness and other foundational reading skills

Very high percentage of "at-risk" move-ins

Full grade level (or more) behind; significant academic and behavioral deficits

Require more 1-on-1 time from classroom teacher

Require a "spot" in Tier 2 and Tier 3 intervention groups; strain on already limited interventionists and resources; often "bump" students who have been established in district with "high needs" down the priority list for the most intensive interventions and/or SPED evaluation referral

Many students with SPED identification have moved in and are in need of intensive SPED services/minutes

Domino effect of move-in and return of remote learners = many students who would normally be able to maintain benchmark status from Tier 1 instruction are now slipping into a Tier 2 and Tier 3 need category due to the strain on teachers trying to address the deficits and gaps we are seeing

Students who would benefit from enrichment opportunities are not given this experience due to time and resource constraints with more attention and focus going towards our struggling learners

### Gap in Learning Loss/Student School Readiness Changes

"Least ready for school than any class I have ever taught"

"...harder time with focus and concentration"

"...wider range of abilities"

"...impulsive...hard time attending to lessons...lack social/emotional control"

"...one or more grade levels behind..."

"...less likely to be able to sit in a 20-minute whole group lesson"

"...require more movement breaks, leading to longer time to settle back in, causing loss of valuable instructional time"

"I haven't been able to finish teaching all first grade standards the last couple of years due to my students coming in with such big learning gaps that I have to go back and try to fill before teaching 1st grade content"

"...an overall decline in the ability to focus on a task and complete the task"

Analyze what this means for USD 341:

\*due to learning and skill loss, we are doing more small group instruction than previously

\*we are teaching more students at Tier II and Tier III than previously

\*students have much weaker fine motor skills – handwriting, etc. This, along with a loss of learning stamina will need to be addressed.

\*during Covid, students missed out on phonological awareness instruction.

\*we have adopted Fastbridge as our K-12 interim assessment and will need to closely monitor student academic progress

\*Fastbridge also will help us with the social-emotional piece of student learning

\*we are using the Responsive Classroom model for morning meetings at the elementary level. This will assist us in relationships

**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 the ESSER III funds to provide an academic intervention instruction plan, set up by an at-risk academic intervention administrator to students that have been identified as exhibiting learning loss. Half of the interventionist administrator's salary and benefits will be paid for by using ESSER III funds. The interventionist will provide a comprehensive plan for meeting the specific needs of students experiencing learning loss. This plan will coordinate with the KSDE KESA accreditation action plans and our district TASN training in USD 341. Secondly, this interventionist will also coordinate our district curriculum alignment project through Greenbush/Embarq. Having a solid and coordinated scope and sequence for our teachers and students will reinforce instruction. This curriculum work will be kicked off by offering summer 2022 ESSER III paid training. Thirdly, this interventionist will also coordinate our district communication plan through the use of Apptegy, a communication suite for USD 341. This communication suite will coordinate all pandemic and instructional communication to our parents and the community. The annual renewal cost will be paid for through ESSER III funds and this is a carryover ESSER II expenditure.

Fourthly, the district will utilize ESSER III funds to provide salary and benefits for Licensed Social Worker in our district. This social worker will complement the work of the existing Elementary Counselor and JR/SR High Counselor. This was a carryover strategy from ESSER II funding that was effective for our school district. The addition of this social worker allowed for the creation of a USD 341 Wellness Team which met monthly to address the social-emotional needs of students. The mental health wellness of staff through support is supported by recent research and evidence due to ongoing and prolonged stress caused by the pandemic.

Fifth, the district will utilize ESSER III funds to provide salary and benefits for a licensed School Nurse in our district. This was a carryover strategy from ESSER II funding that was effective for our school district. Prior to last year, our school district never received full-time school nurse services. Last year, our school nurse was instrumental in the health and wellness of our students and staff as we continued to manage the pandemic.

Six, the district will utilize ESSER III funds to provide salary and benefits for two additional elementary teachers. These two teachers will further address learning loss by providing MTSS interventions in smaller groups as the class sizes will be reduced. In addition, USD 341 has undergone a year of TASN training to further advance our MTSS processes.

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

Additional ESSER Funds will support the improvement of indoor air quality, implementation of public health protocols required for the operation of school facilities, providing mental health services and supports to students and families, and supporting additional teacher duties and retention of staff.

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

USD 341 Administration, Board of Education, Certified Staff, and Support Staff will continuously monitor students. Interventions, as needed, will be activated. Continuing our smaller elementary class sizes, school nurse services, social-emotional services through an additional social worker, summer school, student learning loss curriculum work, and student learning loss KESA administrator specialist will the use of new math and reading specialists will enable staff members to know their students better as well as their individual needs.

## Allocations

	Direct Allocation	True Up Allocation	Total Allocation		20% Minimum
ESSER III Allocations	\$815,389	\$0	\$815,389	ESSER III Allocations	\$163,078
Approved Total	\$0	\$0	\$0	Approved Total	\$0
Amount Left	\$815,389	\$0	\$815,389	Amount Still Needed	\$163,078
In Review Total	\$815,389	\$0	\$815,389	In Review Total	\$163,078
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
341-3-0001	Direct	False	1000	650	2	\$68,300	Task Force Review
341-3-0002	Direct	True	1000	110	11A	\$80,163	Task Force Review
341-3-0003	Direct	True	1000	150	12	\$9,051	Task Force Review
341-3-0004	Direct	False	2100	110	10	\$92,300	Task Force Review
341-3-0005	Direct	False	2100	221	10	\$5,724	Task Force Review
341-3-0006	Direct	False	2100	260	10	\$240	Task Force Review
341-3-0007	Direct	False	2100	290	10	\$1,340	Task Force Review
341-3-0008	Direct	False	1000	110	12	\$185,974	Task Force Review
341-3-0009	Direct	False	1000	221	12	\$8,422	Task Force Review
341-3-0010	Direct	False	1000	260	12	\$448	Task Force Review
341-3-0011	Direct	False	1000	290	12	\$2,500	Task Force Review
341-3-0012	Direct	True	2490	110	12	\$64,000	Task Force Review
341-3-0013	Direct	True	2490	221	12	\$3,968	Task Force Review
341-3-0014	Direct	True	2490	260	12	\$168	Task Force Review
341-3-0015	Direct	True	2490	290	12	\$928	Task Force Review
341-3-0016	Direct	False	2130	111	15	\$127,000	Task Force Review
341-3-0017	Direct	False	2130	221	15	\$7,882	Task Force Review
341-3-0018	Direct	False	2130	260	15	\$332	Task Force Review
341-3-0019	Direct	False	2130	290	15	\$1,849	Task Force Review
341-3-0020	Direct	False	1000	150	16	\$150,000	Task Force Review
341-3-0021	Direct	True	1000	650	12	\$4,800	Task Force Review

## Line Item Details

Line Item ID: 341-3-0001



**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 Technology/Security Cameras

**Account Number**

07.1000.6.650.000

**Function Code**

1000 - Instruction

**Object Code**

650 - Supplies-Technology Related

**Allowable Use**

2 - Coordination of COVID-19 preparedness and response efforts.

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

This ties to COVID-19 as we will Apptegy's updated system called Thrillshare to update parents and students regarding academic updates and events to counteract learning loss. In addition, this will tie back to COVID-19 in communicating with parents as it relates to an outbreak and school shutdown. Expenditures will be for 25 computers each fiscal year.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$34,150
<b>Budgeted Expenditures in SFY 2024</b>	\$34,150
<b>Total Expenditures</b>	\$68,300

**Status**

Task Force Review

Line Item ID: 341-3-0002

**Allocation Type**

Direct Allocation

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

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

**Account Name**

ESSER III Technology

**Account Number**

07.1000.6.100.000

**Function Code**

1000 - Instruction

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

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

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

This will enable us to fund K-6 summer school in 2023 and 2024. To provide additional instruction for students that experienced learning loss due to COVID. Summer School is held in the month of June and salaries will pay fiver teachers and 3 or 4 paras.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$44,163
<b>Budgeted Expenditures in SFY 2024</b>	\$36,000
<b>Total Expenditures</b>	\$80,163

**Status**

Task Force Review

Line Item ID: 341-3-0003

**Allocation Type**

Direct Allocation

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

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

**Account Name**

ESSER III Additional Compensation

**Account Number**

07.1000.6.150.000

**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**

This is additional compensation for teachers who attended the summer 2022 and 2023 Greenbush/Embarq training to align the curriculum to the state standards for the students that have the most learning loss due to COVID, this is for our Tier 2 and Tier 3 students.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$3,000
<b>Budgeted Expenditures in SFY 2023</b>	\$6,051
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$9,051</u>

**Status**

Task Force Review

Line Item ID: 341-3-0004

**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 Social Worker Salary

**Account Number**

07.2100.6.110.000

**Function Code**

2100 - Support Services (Students)

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

10 - Providing mental health services and supports.

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

This ties to COVID-19 for an additional social worker/counselor salary. This extra staff will provide additional social-emotional services to students and staff affected by COVID-19. WE WILL BE CHANGING THIS AMOUNT, A LOWER AMOUNT. HOWEVER, THIS AMOUNT DOES INCLUDE SALARY AND HEALTH INSURANCE BENEFIT.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$46,000
<b>Budgeted Expenditures in SFY 2024</b>	\$46,300
<b>Total Expenditures</b>	<u>\$92,300</u>

**Status**

Task Force Review

Line Item ID: 341-3-0005

**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 Social Worker FICA  
Contribution**Account Number**

07.2100.6.220.000

**Function Code**

2100 - Support Services (Students)

**Object Code**

221 - FICA - Employer's Contribution

**Allowable Use**10 - Providing mental health services  
and supports.**Please describe the expenditures within the account and how they will address a COVID-19 need**

This ties to COVID-19 for an additional social worker/counselor salary FICA contributions. This extra staff will provide additional social-emotional services to students and staff affected by COVID-19.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$2,724
<b>Budgeted Expenditures in SFY 2024</b>	\$3,000
<b>Total Expenditures</b>	<u>\$5,724</u>

**Status**

Task Force Review

Line Item ID: 341-3-0006

**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 Social Worker Unemployment  
Tax**Account Number**

07.2100.6.250.000

**Function Code**

2100 - Support Services (Students)

**Object Code**

260 - Unemployment Compensation

**Allowable Use**10 - Providing mental health services  
and supports.**Please describe the expenditures within the account and how they will address a COVID-19 need**

This ties to COVID-19 for an additional social worker/counselor salary unemployment contributions. This extra staff will provide additional social-emotional services to students and staff affected by COVID-19.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$120
<b>Budgeted Expenditures in SFY 2024</b>	\$120
<b>Total Expenditures</b>	<u>\$240</u>

**Status**

Task Force Review

Line Item ID: 341-3-0007

**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 Social Worker Other Benefits

**Account Number**

07.2100.6.290.000

**Function Code**

2100 - Support Services (Students)

**Object Code**

290 - Other Employee Benefits

**Allowable Use**

10 - Providing mental health services and supports.

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

This ties to COVID-19 for an additional social worker/counselor salary and other benefits contributions. This extra staff will provide additional social-emotional services to students and staff affected by COVID-19.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
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<b>Budgeted Expenditures in SFY 2022</b>	\$0
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<b>Budgeted Expenditures in SFY 2023</b>	\$640
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<b>Budgeted Expenditures in SFY 2024</b>	\$700
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<b>Total Expenditures</b>	<u>\$1,340</u>
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**Status**

Task Force Review

Line Item ID: 341-3-0008

**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 Elementary Teacher Salary

**Account Number**

07.1000.6.110.000

**Function Code**

1000 - Instruction

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

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

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

This ties to COVID-19 for an additional two elementary school teacher(s) salary. This extra staff will provide additional elementary teachers to reduce class size and learning loss services to students and staff affected by COVID-19. HOWEVER, THIS AMOUNT DOES INCLUDE SALARY AND HEALTH INSURANCE BENEFIT. THIS ALLOWS US TO KEEP 3 SECTIONS OF FIRST GRADE WITH CLASS SIZE AT 15, 16, 16. WE ARE ALSO PAYING A PERMANENT SUB SALARY WITH THIS AMOUNT.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
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<b>Budgeted Expenditures in SFY 2022</b>	\$0
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<b>Budgeted Expenditures in SFY 2023</b>	\$93,158
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<b>Budgeted Expenditures in SFY 2024</b>	\$92,816
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<b>Total Expenditures</b>	<u>\$185,974</u>
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**Status**

Task Force Review

Line Item ID: 341-3-0009

**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 Elementary Teacher FICA  
Contribution**Account Number**

07.1000.6.220.000

**Function Code**

1000 - Instruction

**Object Code**

221 - FICA - Employer's Contribution

**Allowable Use**12 - Addressing learning loss among  
students, including vulnerable  
populations.**Please describe the expenditures within the account and how they will address a COVID-19 need**

This ties to COVID-19 for an additional elementary school teacher(s) FICA contributions. This extra staff will provide additional elementary teachers to reduce class size and learning loss services to students and staff affected by COVID-19.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$4,211
<b>Budgeted Expenditures in SFY 2024</b>	\$4,211
<b>Total Expenditures</b>	<u>\$8,422</u>

**Status**

Task Force Review

Line Item ID: 341-3-0010

**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 Elementary Teacher  
Unemployment Tax**Account Number**

07.1000.6.250.000

**Function Code**

1000 - Instruction

**Object Code**

260 - Unemployment Compensation

**Allowable Use**12 - Addressing learning loss among  
students, including vulnerable  
populations.**Please describe the expenditures within the account and how they will address a COVID-19 need**

This ties to COVID-19 for an additional elementary school teacher(s) Unemployment tax. This extra staff will provide additional elementary teachers to reduce class size and learning loss services to students and staff affected by COVID-19.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$224
<b>Budgeted Expenditures in SFY 2024</b>	\$224
<b>Total Expenditures</b>	<u>\$448</u>

**Status**

Task Force Review

Line Item ID: 341-3-0011

**Allocation Type**

Direct Allocation

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

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

**Account Name**

ESSER III Elementary Teacher Other Benefits

**Account Number**

07.1000.6.290.000

**Function Code**

1000 - Instruction

**Object Code**

290 - Other Employee Benefits

**Allowable Use**

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

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

This ties to COVID-19 for an additional elementary school teacher(s) Other Benefits. This extra staff will provide additional elementary teachers to reduce class size and learning loss services to students and staff affected by COVID-19.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$1,200
<b>Budgeted Expenditures in SFY 2024</b>	\$1,300
<b>Total Expenditures</b>	<u>\$2,500</u>

**Status**

Task Force Review

Line Item ID: 341-3-0012

**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 Academic/Communications Coordinator Sal.

**Account Number**

07.2490.6.110.000

**Function Code**

2490 - Other Support Services - School Administration

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

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

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

This ties to COVID-19 for salary for an Academic Coordinator. This position will be coordinating MTSS, TASN, Greenbush/Embarq, and other academic responsibilities within the school district to help address learning loss.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$64,000
<b>Total Expenditures</b>	<u>\$64,000</u>

**Status**

Task Force Review

Line Item ID: 341-3-0013

**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 Academic/Communications  
Coordinator FICA**Account Number**

07.2490.6.220.000

**Function Code**2490 - Other Support Services - School  
Administration**Object Code**

221 - FICA - Employer's Contribution

**Allowable Use**12 - Addressing learning loss among  
students, including vulnerable  
populations.**Please describe the expenditures within the account and how they will address a COVID-19 need**

This ties to COVID-19 for FICA contribution for an Academic Coordinator. This position will be coordinating MTSS, TASN, Greenbush/Embarq, and other academic responsibilities within the school district to help address learning loss.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$1,968
<b>Budgeted Expenditures in SFY 2024</b>	\$2,000
<b>Total Expenditures</b>	<u>\$3,968</u>

**Status**

Task Force Review

Line Item ID: 341-3-0014

**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 Academic/Communications  
Coordinator Unem**Account Number**

07.2490.6.250.000

**Function Code**2490 - Other Support Services - School  
Administration**Object Code**

260 - Unemployment Compensation

**Allowable Use**12 - Addressing learning loss among  
students, including vulnerable  
populations.**Please describe the expenditures within the account and how they will address a COVID-19 need**

This ties to COVID-19 for unemployment contribution for an Academic Coordinator. This position will be coordinating MTSS, TASN, Greenbush/Embarq, and other academic responsibilities within the school district to help address learning loss.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$80
<b>Budgeted Expenditures in SFY 2024</b>	\$88
<b>Total Expenditures</b>	<u>\$168</u>

**Status**

Task Force Review

Line Item ID: 341-3-0015

**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 Academic/Communication  
Coordinator Oth.**Account Number**

07.2490.6.290.000

**Function Code**2490 - Other Support Services - School  
Administration**Object Code**

290 - Other Employee Benefits

**Allowable Use**12 - Addressing learning loss among  
students, including vulnerable  
populations.**Please describe the expenditures within the account and how they will address a COVID-19 need**

This ties to COVID-19 for Other Benefits contribution for an Academic Coordinator. This position will be coordinating MTSS, TASN, Greenbush/Embarq, and other academic responsibilities within the school district to help address learning loss.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$450
<b>Budgeted Expenditures in SFY 2024</b>	\$478
<b>Total Expenditures</b>	<u>\$928</u>

**Status**

Task Force Review

Line Item ID: 341-3-0016

**Allocation Type**

Direct Allocation

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

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

**Account Name**

ESSER III School Nurse Salary

**Account Number**

07.2130.6.111.000

**Function Code**

2130 - Health Services

**Object Code**

111 - Full-Time Certified Salaries

**Allowable Use**15 - Developing strategies and  
implementing public health protocols  
for the reopening and operation of  
school facilities.**Please describe the expenditures within the account and how they will address a COVID-19 need**

This ties to COVID-19 for adding a full-time nurse salary. This extra staff will provide health and wellness services to students and staff affected by COVID-19. HOWEVER, THIS AMOUNT DOES INCLUDE SALARY AND HEALTH INSURANCE BENEFITS.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$63,000
<b>Budgeted Expenditures in SFY 2024</b>	\$64,000
<b>Total Expenditures</b>	<u>\$127,000</u>

**Status**

Task Force Review

Line Item ID: 341-3-0017



**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 School Nurse FICA  
Contribution**Account Number**

07.2130.6.220.000

**Function Code**

2130 - Health Services

**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**

This ties to COVID-19 for adding a full-time nurse FICA contribution. This extra staff will provide health and wellness services to students and staff affected by COVID-19.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$3,900
<b>Budgeted Expenditures in SFY 2024</b>	\$3,982
<b>Total Expenditures</b>	<u>\$7,882</u>

**Status**

Task Force Review

Line Item ID: 341-3-0018

**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 School Nurse Unemployment  
Contribution**Account Number**

07.2130.6.250.000

**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**

This ties to COVID-19 for adding a full-time nurse Unemployment contribution. This extra staff will provide health and wellness services to students and staff affected by COVID-19.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$160
<b>Budgeted Expenditures in SFY 2024</b>	\$172
<b>Total Expenditures</b>	<u>\$332</u>

**Status**

Task Force Review

Line Item ID: 341-3-0019

**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 School Nurse Other Benefits

**Account Number**

07.2130.6.290.000

**Function Code**

2130 - Health Services

**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**

This ties to COVID-19 for adding a full-time nurse Other Benefits contribution. This extra staff will provide health and wellness services to students and staff affected by COVID-19.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$900
<b>Budgeted Expenditures in SFY 2024</b>	\$949
<b>Total Expenditures</b>	<u>\$1,849</u>

**Status**

Task Force Review

Line Item ID: 341-3-0020

**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 retention of staff

**Account Number**

07.1000.6.150.000

**Function Code**

1000 - Instruction

**Object Code**

150 - Additional Compensation

**Allowable Use**

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

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

The purpose is Premium Pay for certified and classified staff for recruitment and retention of highly qualified staff to meet the needs of the students. When paying out....for 2022-2023, Certified full-timestaff will receive \$500 in January and \$500 in June if they have had 95% attendance from Jan. 2, 2023 - May 19, 2023. Classified full-time staff will receive \$500 in January and \$500 in June if they have had 95% attendance from Jan. 2, 2023 - May 19, 2023.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$75,000
<b>Budgeted Expenditures in SFY 2024</b>	\$75,000
<b>Total Expenditures</b>	<u>\$150,000</u>

**Status**

Task Force Review

Line Item ID: 341-3-0021

**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**

07.1000.6.650.000

**Function Code**

1000 - Instruction

**Object Code**

650 - Supplies-Technology Related

**Allowable Use**

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

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

This expenditure is to purchase FastBridge academic assessment technology to determine student learning loss due to COVID.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$2,400**Budgeted Expenditures in SFY 2024** \$2,400**Total Expenditures** \$4,800**Status**

Task Force Review

# ESSER III APPLICATION FOR D0353

**Status**

Task Force Review

## KSDE Application Comments

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

## Current Directory Information

<b><u>District</u></b>	<b><u>Address</u></b>	<b><u>Mail Address</u></b>
Wellington	221 South Washington, Wellington, KS 671520648	Box 648, Wellington, KS 671520648
<b><u>Superintendent Name</u></b>	<b><u>Superintendent E-mail Address</u></b>	<b><u>Superintendent Phone Number</u></b>
Adam Hatfield	ahatfield@usd353.com	(620) 326-4300

## Authorized Representative of the District Information

<b><u>Name</u></b>	<b><u>Position of Title</u></b>	<b><u>E-mail Address</u></b>	<b><u>Phone Number</u></b>
Darcy Bacon	Finance Director	dbacon@usd353.com	(620) 446-0403
<b><u>Other District Representative 1 - Name</u></b>		<b><u>Other District Representative 1 - E-mail Address</u></b>	
jkern@usd353.com		jkern@usd353.com	
<b><u>Other District Representative 2 - Name</u></b>		<b><u>Other District Representative 2 - E-mail Address</u></b>	
ahatfield@usd353.com		ahatfield@usd353.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://4.files.edl.io/a404/08/13/21/192958-83da5b20-3324-47f1-9c73-22d49a0c5192.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 for the following:  
Implementation of a robust testing strategy per CDC guidelines.  
Purchase of masks, cleaning supplies for each building and classroom

## 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, asked students to take our online survey to determine their highest needs for pandemic related instruction and support. Notification was sent out on our website and left open for 2 weeks to gather data. Originally we had only received 14 student responses. After receiving a low response rate, we chose to re-open the survey and emailed all students asking for a response. We received an additional 165 responses. The following supports received the most interest from our students: -Facility upgrades that support student health needs -Clean environment making sure classrooms are sanitized and feeling safe in the classrooms. - Tutoring options available (Afterschool and summer programs).

## **Families**

We have worked closely with our families in developing our ESSER support plan. We offered two ways of communication. We had a town hall and offered a online survey. We received 108 online responses. Using data from both sources, it was clear that parents are most interested in seeing the following items as part of our ESSER plan:

- Clean environment making sure classrooms are sanitized and feeling safe in the classrooms.
- Opportunities to help students who have fallen behind interventions.

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

Our administrative team who includes the Director of Special Programs, has met regularly in our leadership teams 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.

- Employee Retention. Our staff is already stretched thin, anything to help keep current employees.
- Interventions for students possibly additional interventionists
- Student system to identify students falling behind.

## **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, teacher union and state organizations. We asked for feedback from our union representation asking our teachers to participate in our survey. Our plans are reflective of those various conversations. Highlights of these collaborative conversations include:

- Text Alerts reaching out to all stakeholder for important notices including procedure of who is notified first.

## **Tribes**

While our student information system did not indicate we had any tribal students in our district, we reached out to the following tribes in our state/region with a survey to seek feedback regarding suggestions to best meet the needs of Native American students:

Russell Martin President Tonkawa Tribe of Oklahoma

While we did not hear back from anyone, we have still implemented the following supports which we believe will benefit our Native American students:

- Support Mental Health and Wellness
- Social emotional learning

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

We have reached out to civil rights groups to respond to our survey ACLU, Kansas Human Rights Commission, Kansas NAACP, Kansas Action for Children. We received response from KAC they offered the following suggestion.

- Behavioral Interventions
- Access to learning (computers, internet, software)
- Expand social and emotional learning and mental health
- Looking into 3 &4 year old programs for incoming students who may need severe interventions.

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

We reached out to both state and our local families with a survey and by phone seeking feedback regarding suggestions to best meet the needs of our students. We received 80% feedback from representatives for children in foster care. Through these communications the representatives felt the following would be beneficial for students. -After school tutoring programs -Summer learning programs -Additional staff for interventions. Representation of children with disabilities, we received 56% response rate. This groups findings were similar to foster care students with more emphasis on behavioral support and interventions. 43% of parents and students with English as second language responded strongly using funding for tutoring programs and expanding social and emotional learning. We attempted to contact our 2 migratory students and parents by phone and email but were unable to receive a response. We feel that even without a response this group would benefit from interventions and additional tutoring programs. We also attempted to contact families that are considered homeless by email and phone with no response. Due to the lack of response we reached out to the districts McKinney-Vento coordinator for her guidance on spending funds. She suggested expanding our social and emotional learning and mental health services, along with additional academic interventions. We currently do not have any students attending who are incarcerated. We also reached out to Disability Rights Center of Kansas, El Centro, and Saint Francis. Although we did not receive a response from the organizations, we feel the feedback we received from our local families that represent these groups gave us guidance and support to meet the needs of our students.

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

We held a town hall Special BOE meeting and opened it up to ALL stakeholders for comments. We also presented the results of the survey to the BOE and stakeholders in attendance. We had parents, teachers, education advocates, and students all participate and present comments and feedback to the BOE. The outcome was the BOE voting on the plan as presented feeling like they were making informed decisions and representing the majority of stakeholders and their desires. Notice was sent out on the meeting to local media outlets to allow the public notice of the meeting to include our website, Wellington newspaper and online bloggers. <https://www.sumnernews.com/special-wellington-school-board-meeting-to-be-held-wednesday/> . There was over 50 in attendance. We felt that getting our public opinion from the meeting may have not reached all demographics, so to gather additional data the business office team went out to local businesses asking if people would be interested in discussing their thoughts and ideas about our ESSER spending. We visited the grocery store, coffee house and donut shop. Using the same questions from our survey we interviewed an additional 45-60 individuals and gained a better understanding of the stakeholder wants. The most requested items received were - additional personnel and staff support for interventions -Facility upgrades that support student health needs and after school tutoring. We feel that all these items have been taken into consideration and part of our 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-19 has impacted USD 353 in a variety of ways from lower test scores to quarantine periods affecting student/teacher interaction to financial impacts in meeting online learning needs as well as additional facility and health and sanitation practices. Many homes in our community do not have internet nor the financial means to purchase technology to bridge gaps in online learning. The district has provided additional support in this area. Cleaning and sanitation practices have increased. Many more resources have been purchased to support individualized equipment per student to assist with limiting sharing and distribution on germs. Additionally, we will be looking to upgrade our learning environment with different seating arrangements in classrooms to spread out kids to upgrading our HVAC and air circulation systems.

**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 353 will use LEA funds to purchase intervention curriculum, technology devices to support student learning, and to pay extra duty wages for teachers to work with these students after school and during summer school. We will use funds to provide hotspots for students who do not have internet access. We would also like to use this opportunity to help these students to build healthy relationships and motivation with the implementation of esports and the purchase of equipment to do so. It is our goal to broaden the traditional extracurricular definition to appeal to a more diverse, and often disengaged group of students who are at risk of dropping out of school. From improved developmental and academic skills to increased attendance, students who are involved in extracurricular activities generally have a more positive school experience.

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

Increase in health and wellness to mitigate disease spread, upgrade of HVAC systems, air flow and filtering. Additional spending on staffing needs from in classroom to custodial. Furniture upgrades for student spacing and flexibility. Finally, spending will include further technology needs and online tools to facilitate 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.**

Wellington USD 353 would like to use the funds to impact learning loss and social emotional distress through the purchase of exceptional professional development to help teachers and administrators to support students disproportionately impacted by the COVID 19 pandemic. We also plan to provide professional development in the area of technology strategies and skills for our staff to support students in a way that helps them to be successful. Through our MTSS program, we will use data to track the improvements of our students and ensure that the funds are making an academic impact.

## Allocations

	Direct Allocation	True Up Allocation	Total Allocation		20% Minimum
ESSER III Allocations	\$2,652,443	\$0	\$2,652,443	ESSER III Allocations	\$530,489
Approved Total	\$0	\$0	\$0	Approved Total	\$0
Amount Left	\$2,652,443	\$0	\$2,652,443	Amount Still Needed	\$530,489
In Review Total	\$2,302,443	\$0	\$2,302,443	In Review Total	\$642,443
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
353-3-0001	Direct	True	1000	100	4	\$130,000	Task Force Review
353-3-0002	Direct	False	2500	120	2	\$120,000	Task Force Review
353-3-0003	Direct	False	1000	151	12	\$460,000	Task Force Review
353-3-0005	Direct	False	1000	460	14	\$500,000	Task Force Review
353-3-0006	Direct	False	1000	734	9	\$250,000	Task Force Review
353-3-0007	Direct	True	1000	735	9	\$252,443	Task Force Review
353-3-0008	Direct	False	2600	700	13	\$200,000	Task Force Review
353-3-0009	Direct	False	1000	330	6	\$40,000	Task Force Review
353-3-0010	Direct	True	1000	610	3	\$50,000	Task Force Review
353-3-0011	Direct	True	1000	610	4	\$100,000	Task Force Review
353-3-0012	Direct	False	2600	600	7	\$90,000	Task Force Review
353-3-0014	Direct	True	1000	100	11B	\$110,000	Task Force Review

## Line Item Details

Line Item ID: 353-3-0001



**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**

Cert. Teacher

**Account Number**

62700

**Function Code**

1000 - Instruction

**Object Code**

100 - Personal Services - 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**

Additional staff coverage for concentrated learning activities to bridge learning gaps. Offering summer school program staffing around 13 teachers, 2 admins and paras to support identified students

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$65,000
<b>Budgeted Expenditures in SFY 2024</b>	\$65,000
<b>Total Expenditures</b>	\$130,000

**Status**

Task Force Review

Line Item ID: 353-3-0002

**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**

Covid Personel

**Account Number**

62701

**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**

Hire additional custodial/nurse assistance. Due to additional resources needed for sanitizing facilities and/or assisting with covid outbreaks.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$60,000
<b>Budgeted Expenditures in SFY 2024</b>	\$60,000
<b>Total Expenditures</b>	\$120,000

**Status**

Task Force Review

Line Item ID: 353-3-0003

**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**

Stipends

**Account Number**

62702

**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**

Retention incentives for returning staff for additional duties beyond normal school functioning requirements. We have negotiated 22-23 school year to pay certified staff 132 staff members

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$210,000**Budgeted Expenditures in SFY 2024** \$250,000**Total Expenditures** \$460,000**Status**

Task Force Review

Line Item ID: 353-3-0005

**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**

Air Filtration

**Account Number**

62721

**Function Code**

1000 - Instruction

**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**

Increase air flow and quality throughout buildings. Filtration systems and window upgrades

**Budgeted Expenditures in SFY 2021** \$400,000**Budgeted Expenditures in SFY 2022** \$100,000**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$500,000**Status**

Task Force Review

**Line Item Comment from KSDE**

Allowable if meets CDC guidelines.

Line Item ID: 353-3-0006

**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**

Technology-Instructional

**Account Number**

62730

**Function Code**

1000 - Instruction

**Object Code**

734 - Technology -Related Hardware

**Allowable Use**

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

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

Chromebooks (600@350.00) computer access to all students, protection cases for portable devices (600@30.00), remote access to programs and connectivity (hotspots for students without internet)

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$150,000
<b>Budgeted Expenditures in SFY 2024</b>	\$100,000
<b>Total Expenditures</b>	\$250,000

**Status**

Task Force Review

Line Item ID: 353-3-0007

**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**

Technology-software

**Account Number**

62731

**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**

Evidence based learning online tools across district for identified Tier 2 and 3 students. Yearly subscriptions for programs IXL for interventions, Learning A to Z, dreambox online, reflex, transmath, ingenuity, generation genius.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$125,000
<b>Budgeted Expenditures in SFY 2024</b>	\$127,443
<b>Total Expenditures</b>	\$252,443

**Status**

Task Force Review

Line Item ID: 353-3-0008

**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**

Repair of Buildings

**Account Number**

26670

**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**

Furniture upgrades to allow for pods and spacing of students at MS and HS, purchasing furniture easier to clean and sanitize. With previous ESSER funds we had purchased individual desks and chairs and tables for our 6th grade. We are purchasing furniture for the rest of the middle school.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$100,000
<b>Budgeted Expenditures in SFY 2024</b>	\$100,000
<b>Total Expenditures</b>	<u>\$200,000</u>

**Status**

Task Force Review

**Line Item Comment from KSDE**

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

Line Item ID: 353-3-0009

**Allocation Type**

Direct Allocation

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

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

**Account Name**

Professional Dev.

**Account Number**

62770

**Function Code**

1000 - Instruction

**Object Code**

330 - Professional Employee Training and Development 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**

Continued training in health and wellness for staff as well as targeted educational needs for students including student/teacher yoga, digital bullying training think before you post. We are also looking at employee wellness programs with our insurance team offerings such as health fairs, walking challenges, mindfulness challenges. With dealing with COVID we are seeing the increased need for our employees mental and physical health.

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

**Status**

Task Force Review

Line Item ID: 353-3-0010

**Allocation Type**

Direct Allocation

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

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

**Account Name**

Instructional Supplies

**Account Number**

62440

**Function Code**

1000 - Instruction

**Object Code**

610 - General Supplies and Materials

**Allowable Use**

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

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

Acedemic tracking, targeted learning platforms. We have setup precision analytics, fastbridge and SABRS to help identify students who are falling behind who may need additional help.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$22,500
<b>Budgeted Expenditures in SFY 2024</b>	\$27,500
<b>Total Expenditures</b>	\$50,000

**Status**

Task Force Review

Line Item ID: 353-3-0011

**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 Supplies

**Account Number**

62440

**Function Code**

1000 - Instruction

**Object Code**

610 - General Supplies and Materials

**Allowable Use**

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

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

Monitor, assist, implement studies and practices to increase learning potential. We have paid for training for employee to become certified in LETRS (the science of reading interventions) and we are asking our staff to complete this training. Due to the extra hours required for this training outside of contract hours we would pay a stipend at the end of the year after completion.

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

<b>Budgeted Expenditures in SFY 2023</b>	\$50,000
--	----------

<b>Budgeted Expenditures in SFY 2024</b>	\$50,000
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<b>Total Expenditures</b>	<u>\$100,000</u>
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**Status**

Task Force Review

Line Item ID: 353-3-0012

**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**

Sanitation

**Account Number**

62732

**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**

Purchasing additional cleaning supplies due to frequency of cleaning and sanitizing schedules.

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

<b>Budgeted Expenditures in SFY 2023</b>	\$45,000
--	----------

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

After-school program

**Account Number**

62734

**Function Code**

1000 - Instruction

**Object Code**

100 - Personal Services - Salaries

**Allowable Use**

11B - Planning and implementing supplemental after-school programs.

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

After-school programs for elementary students...reaching for increased learning level and support. We currently have 197 district wide enrolled in our after school program. Depending on level of participation we have 9-11 teachers and staff to run the program.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$55,000
<b>Budgeted Expenditures in SFY 2024</b>	\$55,000
<b>Total Expenditures</b>	<u>\$110,000</u>

**Status**

Task Force Review

# ESSER III APPLICATION FOR D0376

Status

Task Force Review

## KSDE Application Comments

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

## Current Directory Information

<b><u>District</u></b>	<b><u>Address</u></b>	<b><u>Mail Address</u></b>
Sterling	308 E. Washington, Sterling, KS 67579	Box 188, Sterling, KS 67579
<b><u>Superintendent Name</u></b>	<b><u>Superintendent E-mail Address</u></b>	<b><u>Superintendent Phone Number</u></b>
Jim Goracke	gorackej@usd376.com	(620) 278-3621

## Authorized Representative of the District Information

<b><u>Name</u></b>	<b><u>Position of Title</u></b>	<b><u>E-mail Address</u></b>	<b><u>Phone Number</u></b>
Jim Goracke	Superintendent	gorackej@usd376.com	(620) 278-3621

## 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/1332202/USD376DistrictPlanForSafeReturnToInpersonInstruction.docx](https://core-docs.s3.amazonaws.com/documents/asset/uploaded_file/1332202/USD376DistrictPlanForSafeReturnToInpersonInstruction.docx)

## 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 purchased several thousand quality disposable masks to make sure every person in our building could be protected. We purchased electrostatic sprayers to help make sure buses, classrooms and hi traffic areas could be sanitized quickly and effectively several times each day. We also hired an additional custodian to ensure that we were staying sanitized. We had a "test to stay/test to return" program to keep kids in school as much as we could safely, and to identify positive close contacts. A major expense was an additional school nurse, and additional staff time to get all of the testing done when we were getting hit hardest.

## 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 surveys were given at SJSHS to gather input. The response rate was 95% as it was given in class. Our principal met with STUCO reps to talk through their concerns and what they thought was most important for us to address. He also held classroom meetings during success time to see what our kids thought might be the best way to address the mental and academic impact of covid. On the survey when asked the best way to help with academic problems students responded overwhelmingly that they wanted extra help during the school day rather than after school or during the summer. They cited relationship and friend issues as the biggest problems caused by the pandemic. In discussion groups this was also a main concern. In our community some of the precautions and protocols put in place caused a lot of turmoil and students were sometimes impacted when their family's position was opposed to what their friends thought. Students in discussion groups thought having additional adults to talk to would be helpful for them and friends that they saw struggling.

## **Families**

We involved families in several ways.

1. Building and district sight councils talked about the best ways to mitigate the impact of covid on our students every time they met. They gave their input on how well plans were working, and what we should be doing differently.
2. We also sent out surveys to all parents several times along the way to get input on the best ways to handle the pandemic, and to get their opinion on how things were going. The response rates for input on spending were fairly low. The first survey focused mostly on safety and mitigation strategies in addition to questions about the necessity of adding additional staff. There was a very strong political divide in the community at this time and we actually received more responses that we have families and many responses were highly emotional. In later surveys we required student names to be included so that we could make sure each families opinion was counted only once. The response rate for those surveys was between 40 to 52 percent. Parents in our district wanted us to focus on keeping kids in school as much as possible. They identified extra staff for cleaning and testing as a priority if they allowed us to keep kids in the building as much as possible. They also wanted us to offer as much after school and summer support as possible. We addressed all of these needs in our plan.

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

Our administrative staff is small, and we were meeting several times weekly to plan, discuss needs, evaluate progress, and replan. Principals were also critical in collecting input and feedback for students, staff, and community members. Our special education director met with us every first and third Tuesday to discuss needs specific to the special ed coop and students.

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

We did multiple surveys and meetings to get input from our staff on needs, strategies, and feedback on how well things were going. We do not have a formal teachers union, only a teachers "association" with no officers. Our principals, high school counselor, and superintendent make up the leadership team and we met twice a week developing and tweaking plans and setting priorities. The two principals worked with staff during monthly collaboration time (1/2 day student release days) to collect input on COVID protocols and to prioritize needs.

1. Teachers at both buildings identified the biggest need as more support to help with increasing social/emotional issues, and uncharacteristic behavior issues.
2. Teachers at SGS felt strongly that we needed a comprehensive reading program for grades k-6. Teachers had been using their own individually developed materials where were delivered entirely on paper. When we had to go remote our teachers scrambled to find ways to help kids, and frankly we did a poor job. 100% of the SGS teachers agreed that we needed a new resource that had built in online components and remediation supports for students that were struggling.
3. Teachers at the SGS said students needed opportunities to have more instructional time, either after school or during the summer. They also wanted to have two separate opportunities for students to get help during summer break. One right after school was out, and the other right before school started back up in August.
4. The high school teachers identified a need for every student to have a device that they take home every night. This would allow teachers to stream lessons if kids were quarantined. Before covid, no students took school devices home.

## **Tribes**

I sent the following email to the Prairie Band Potawatomi Nation but did not hear back from them. The steps we took to support all students through COVID would be appropriate to help Native American students.

Hello,  
My name is Jim Goracke, and I am superintendent of Sterling Public Schools in Sterling Ks. We are planning our spending of federal COVID funds and would like to get the input of your tribe. We do not have a tribe locally but I was hoping you could provide suggestions of how funds could best be used to support students impacted by the COVID 19 pandemic. We were not out of school as much as many districts, but the mental and social impact of the stressful two years of covid can be seen. We have two families that identify as Native American and we have reached out to them as well. You can contact me at gorackej@usd376.com or 620-204-1987.  
Thank you for your time,  
Jim

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

We reached out to Kansas Action For Children to get input on how we could use ESSER funds to best meet the needs of our students in regards to their civil rights. We received an email with the suggestions below. We did include plans to support birth-3 and 3-4 year old pre k students. We also hired staff to help support families through the pandemic.

#### **Early Learning & Child Care**

Research clearly shows that when children participate in high quality child care and early learning opportunities, they are more prepared to enter kindergarten ready to continue learning. They also have better health outcomes, extending into adulthood. So, I suggest considering how ESSER funds could support programming for 3- and 4-year-olds so that they're less likely to fall behind academically.

You might be considering retention pay for teachers and staff. Another way to retain staff could be making sure they have child care so that they can be the best, most focused teachers possible during the pandemic. We know that child care is the root of many workforce challenges right now—people can't find it and when they do, it's unaffordable.

#### **Family Support & Nutrition**

For your plan, consider the home environment to which students return. Can they put food on the table? Can they pay utilities or afford rent? Do they need support from a social worker? Students will perform better academically when they're not hungry and worried about their home life. The stress created by financial insecurity can be enormous for everyone in the family.

Does your food service program need to change in response to the pandemic? I know the USDA allowed all kids to access free breakfast and lunch until recently, but are there other considerations that help address food security with students and their parents?

### **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**

I worked closely with the special education director in soliciting input and feedback regarding students with special disabilities and other learning disabilities. We currently do not have any students who are incarcerated or migrant in our district. USD 376 has been working closely with the Center for Mental Health out of Great Bend, Kansas. We added a social/emotional interventionists position, and that employee came from The Center so had a good relationship with their staff. Discussion was held with special education staff in focus groups to best determine needs and use of funds. We have not had any ESOL or homeless students in the district for the past 3 years. We have three families that host foster students, and they were all involved in a Sterling Grade School focus group discussion about the best ways to help SGS students. The did not feel the students they were fostering at the time had any specific needs that were different than other students.

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

ESSER funds have been part of the monthly board meeting agenda for a number of months. Use of funds was discussed with the board members on numerous occasions. A survey was sent to all parents and guardians via our sms messaging system and also posted on our website. Notification was sent to the public about the availability of the ESSER fund survey. We had a total of 86 responses which included 62 parents, 5 students, 16 staff, and 13 community members. Site Councils were also an avenue to try to educate and get feedback on what we should do, and how well things were going. Results of surveys were considered by the board. The needs most often identified both in surveys and in site counsels were mental health supports, and additional academic support to make up for missed school. Both of these needs are addressed heavily in our 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.**

We have seen the greatest impact on our primary students (k-3) and high school students. The Even with the additional resources devoted to academic support and smaller classes the number of pk-3 students that are below the 30th percentile has increased. We have also seen a pretty dramatic increase in defiant behavior, and lack of social skills in primary students the past 2 years. The number of office interventions at SGS has gone from nearly 0 all year to several per month. And the behaviors are much more extreme than our staff is used to. At the secondary level the problems are more social and emotional. We have had more credible threats of suicide in the past two years than we had in the previous 10 years combined. We have had to work with our local mental health center to develop protocols for suicide and self harm concerns because we have not dealt with it in the past, and now it has become an almost weekly occurrence.

**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)**

When schools closed in March of 2020 and we had to go online, our grade schools struggled to meet our kids' needs in reading. We did not have a comprehensive reading program. Each teacher used a collection of materials that they had put together to meet the standards in their grade level. Before COVID that was working well for us, mainly because our staff was very experienced, and had developed the system over many years. In March of 2020 the newest classroom teacher at SGS had been there 8 years! When forced to go online delivering our homemade curriculum was staggeringly difficult. Additionally, 4 teachers that were elidable for retirement notified us that 19-20 was their last year. We knew it was going to be difficult for a new teacher to work from a collection of homemade materials. We identified two curriculum packages that had strong online materials in case we had to continue distance learning. We piloted each for a semester then chose to adopt Wonders. We've developed an excellent after school program for our k-6 students. We use AimsWeb data and teacher observation to identify kids most in need. We've also began to offer two sessions of summer school, A three week session beginning the first week of June, and another 3 week session beginning the second week in July. To offer social emotional support we have hired a social emotional interventionist. She works with students and families in grades 7-12. This additional staff member allowed us to move our counsellor that had been split between SGS and the 7th and 8th graders to SGS full time increasing the time she has to support our grade school students.

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

The rest of the funds were spent on PPE, sanitization supplies, substitutes for teachers out on quarantine or isolation, technology to make sure we would be able to deliver instruction remotely if the need should arise, and additional custodian help.

**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 a very data driven district. We will continue to use several data points (MAP, AimsWeb, ACT, state assessments, classroom grades, etc.) to make sure every student is working to their potential. The data shows us the after school program is working very well. It also shows that summer school is working well at catching up those primary aged students that were falling behind.

## Allocations

	Direct Allocation	True Up Allocation	Total Allocation		20% Minimum
ESSER III Allocations	\$540,889	\$0	\$540,889	ESSER III Allocations	\$108,178
Approved Total	\$0	\$0	\$0	Approved Total	\$0
Amount Left	\$540,889	\$0	\$540,889	Amount Still Needed	\$108,178
In Review Total	\$540,853	\$0	\$540,853	In Review Total	\$141,692
Amount Left	\$36	\$0	\$36	Amount Still Needed	\$0

## Line Items

ID	Allocation Type	Learning Loss	Function Code	Object Code	Allowable Use	Total Expenditures	Status
376-3-0001	Direct	True	1000	110	11A	\$98,684	Task Force Review
376-3-0002	Direct	True	1000	125	11A	\$462	Task Force Review
376-3-0003	Direct	True	1000	150	11A	\$16,907	Task Force Review
376-3-0004	Direct	True	1000	152	11A	\$2,916	Task Force Review
376-3-0005	Direct	False	1000	115	16	\$37,098	Task Force Review
376-3-0006	Direct	False	1000	220	16	\$7,326	Task Force Review
376-3-0007	Direct	False	1000	260	16	\$89	Task Force Review
376-3-0008	Direct	False	1000	290	16	\$14,544	Task Force Review
376-3-0009	Direct	True	1000	610	11A	\$22,723	Task Force Review
376-3-0010	Direct	False	1000	644	12	\$105,921	Task Force Review
376-3-0011	Direct	False	1000	734	16	\$14,594	Task Force Review
376-3-0012	Direct	False	2113	340	12	\$5,446	Task Force Review
376-3-0013	Direct	False	2120	110	16	\$86,982	Task Force Review
376-3-0014	Direct	False	2120	220	16	\$2,891	Task Force Review
376-3-0015	Direct	False	2120	260	16	\$35	Task Force Review
376-3-0016	Direct	False	2120	290	16	\$6,300	Task Force Review
376-3-0017	Direct	False	2122	653	12	\$2,259	Task Force Review
376-3-0018	Direct	False	2130	220	16	\$375	Task Force Review
376-3-0019	Direct	False	2134	120	16	\$189	Task Force Review
376-3-0020	Direct	False	2134	150	16	\$4,833	Task Force Review
376-3-0021	Direct	False	2134	220	16	\$14	Task Force Review
376-3-0022	Direct	False	2134	290	16	\$38	Task Force Review
376-3-0023	Direct	False	2134	610	16	\$1,122	Task Force Review
376-3-0024	Direct	False	2230	735	9	\$32,914	Task Force Review
376-3-0025	Direct	False	2230	736	16	\$25,544	Task Force Review
376-3-0026	Direct	False	2600	120	16	\$30,815	Task Force Review
376-3-0027	Direct	False	2600	220	16	\$2,357	Task Force Review
376-3-0028	Direct	False	2600	260	16	\$29	Task Force Review
376-3-0029	Direct	False	2600	290	16	\$50	Task Force Review
376-3-0031	Direct	False	1000	600	7	\$17,396	Task Force Review

# Line Item Details

Line Item ID: 376-3-0001

**Allocation Type**

Direct Allocation

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

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

**Account Name**

ESSER III

**Account Number**

19-4595

**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 covers the certified staff for both sessions of summer school. We have a remediation summer school, that is taught mostly by teachers that students' had for the school year, and then a jump start taught mostly by teachers that students' will have the next year.

<b>Budgeted Expenditures in SFY 2021</b>	\$13,461
<b>Budgeted Expenditures in SFY 2022</b>	\$85,223
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$98,684</u>

**Status**

Task Force Review

Line Item ID: 376-3-0002

**Allocation Type**

Direct Allocation

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

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

**Account Name**

ESSER III

**Account Number**

19-4595

**Function Code**

1000 - Instruction

**Object Code**

125 - Temporary Salaries for Non-Certified Staff

**Allowable Use**

11A - 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 covers the certified staff for both sessions of summer school. We have a remediation summer school, that is taught mostly by teachers that students' had for the school year, and then a jump start taught mostly by teachers that students' will have the next year.

<b>Budgeted Expenditures in SFY 2021</b>	\$462
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$462</u>

**Status**

Task Force Review

Line Item ID: 376-3-0003

**Allocation Type**

Direct Allocation

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

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

**Account Name**

ESSER III

**Account Number**

19-4595

**Function Code**

1000 - Instruction

**Object Code**

150 - Additional Compensation

**Allowable Use**

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

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

This covers the certified staff for both sessions of summer school. We have a remediation summer school, that is taught mostly by teachers that students' had for the school year, and then a jump start taught mostly by teachers that students' will have the next year.

<b>Budgeted Expenditures in SFY 2021</b>	\$14,634
<b>Budgeted Expenditures in SFY 2022</b>	\$2,273
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$16,907</u>

**Status**

Task Force Review

Line Item ID: 376-3-0004

**Allocation Type**

Direct Allocation

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

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

**Account Name**

ESSER III

**Account Number**

19-4595

**Function Code**

1000 - Instruction

**Object Code**

152 - Additional compensation paid to instructional aides and assistants

**Allowable Use**

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

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

This covers the Classified staff for both sessions of summer school. We have a remediation summer school, that is taught mostly by teachers that students' had for the school year, and then a jump start taught mostly by teachers that students' will have the next year.

<b>Budgeted Expenditures in SFY 2021</b>	\$2,916
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$2,916</u>

**Status**

Task Force Review

Line Item ID: 376-3-0005

**Allocation Type**

Direct Allocation

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

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

**Account Name**

ESSER III

**Account Number**

19-4595

**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**

We were very short on subs due to quarantine and isolation, so we hired a full time sub to make sure we had at least one every day. 2022-23 will be the last year for this position.

<b>Budgeted Expenditures in SFY 2021</b>	\$6,938
<b>Budgeted Expenditures in SFY 2022</b>	\$10,160
<b>Budgeted Expenditures in SFY 2023</b>	\$20,000
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$37,098</u>

**Status**

Task Force Review

Line Item ID: 376-3-0006



**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**

19-4595

**Function Code**

1000 - Instruction

**Object Code**

220 - Social Security Contributions

**Allowable Use**

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

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

Social Security for Certified Staff During Additional Compensation

**Budgeted Expenditures in SFY 2021** \$1,186**Budgeted Expenditures in SFY 2022** \$6,140**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$7,326**Status**

Task Force Review

Line Item ID: 376-3-0007

**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**

19-4595

**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 Compensation for Certified Staff During Additional Compensation

**Budgeted Expenditures in SFY 2021** \$14**Budgeted Expenditures in SFY 2022** \$75**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$89**Status**

Task Force Review

Line Item ID: 376-3-0008

**Allocation Type**

Direct Allocation

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

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

**Account Name**

ESSER III

**Account Number**

19-4595

**Function Code**

1000 - Instruction

**Object Code**

290 - Other Employee Benefits

**Allowable Use**

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

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

Other Employee Benefits for Certified Staff During Additional Compensation

**Budgeted Expenditures in SFY 2021** \$3,314**Budgeted Expenditures in SFY 2022** \$11,230**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$14,544**Status**

Task Force Review

Line Item ID: 376-3-0009

**Allocation Type**

Direct Allocation

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

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

**Account Name**

ESSER III

**Account Number**

19-4595

**Function Code**

1000 - Instruction

**Object Code**

610 - General Supplies and Materials

**Allowable Use**

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

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

This covers the Summer School & Camp Supplies for both sessions of summer school. We have a remediation summer school, that is taught mostly by teachers that students' had for the school year, and then a jump start taught mostly by teachers that students' will have the next year.

Some of the supplies were normal summer school costs such as paper, common classroom supplies, novels for study, etc. Most of the supply costs were for summer camps that we ran in the summer of 2021. In an effort to motivate kids that were identified as falling behind academically to attend summer school, we paired our 2 sessions of academic summer school with summer camps that were skill based and less academic in nature. The camps were extremely successful in getting kids to school leading to nearly 90% attendance in the academic classes (which is incredibly good for summer school.)

The camps included:

Art camp (drawing, painting, sculpting)

Costs: Materials

Drama Camp (Put on a production for the community)

Costs: Costumes, set building

Band camp

Construction Camp (Built two shed structures)

Costs: Materials for building the sheds

Sewing Camp

Costs: Materials

Culinary Camp

Costs: Cooking supplies and ingredients

**Budgeted Expenditures in SFY 2021** \$17,723

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

**Budgeted Expenditures in SFY 2023** \$5,000

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

**Total Expenditures** \$22,723

**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**

19-4595

**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 2020 Grade K-6 &amp; Prof Development

When schools closed in March of 2020 and we had to go online, our grade schools struggled to meet our kids' needs in reading. We did not have a comprehensive reading program. Each teacher used a collection of materials that they had put together to meet the standards in their grade level. Before COVID that was working well for us, mainly because our staff was very experienced, and had developed the system over many years. In March of 2020 the newest classroom teacher at SGS had been there 8 years! When forced to go online delivering our homemade curriculum was staggeringly difficult. Additionally, 4 teachers that were eligible for retirement notified us that 19-20 was their last year. We knew it was going to be difficult for a new teacher to work from a collection of homemade materials. We identified two curriculum packages that had strong online materials in case we had to continue distance learning. We piloted each for a semester then chose to adopt Wonders.

<b>Budgeted Expenditures in SFY 2021</b>	\$101,360
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$4,561
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$105,921</u>

**Status**

Task Force Review

Line Item ID: 376-3-0011

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III

**Account Number**

19-4595

**Function Code**

1000 - Instruction

**Object Code**

734 - Technology -Related Hardware

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Hard Cases &amp; Carts for iPads

We purchased ipads with esser 2 funds for the possibility of distance learning. This purchases is for protective covers and charging carts.

<b>Budgeted Expenditures in SFY 2021</b>	\$700
<b>Budgeted Expenditures in SFY 2022</b>	\$13,894
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$14,594</u>

**Status**

Task Force Review

Line Item ID: 376-3-0012

**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**

19-4595

**Function Code**

2113 - Social Work Services

**Object Code**

340 - Other Professional 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**

Top Youth Speaker - Social Work Services

We had a speaker come take with 7-12 students about mental health issues, working through adversity, and fighting thoughts of suicide.

<b>Budgeted Expenditures in SFY 2021</b>	\$2,750
<b>Budgeted Expenditures in SFY 2022</b>	\$2,696
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$5,446</u>

**Status**

Task Force Review

Line Item ID: 376-3-0013

**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**

19-4595

**Function Code**

2120 - Guidance 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**

## Student Interventionalist Regular Salary

This is an additional staff member hired to help our 7-12 kids with the increase in mental health issues that we are seeing due to COVID. She was employed by The Mental Health Center which is the CMHC for our area. She has been invaluable in helping our students with serious issues, as well as helping to work with The Center.

Teri will be working with students that have been identified to be struggling with social emotional issues, especially students that fell behind during covid and have developed a sense of hopelessness. The number of our students at risk of suicide has gone from practically 0 to over a dozen. We have had to have 4 students hospitalized in the past two years which has not been done in Sterling in over 10 years. She is also working with families in poverty to reduce chronic absenteeism, and develop strategies for getting work done and passing classes. Our failure rate in grades 7-12 increased by 200% in the fall of 2020.

<b>Budgeted Expenditures in SFY 2021</b>	\$8,697
<b>Budgeted Expenditures in SFY 2022</b>	\$38,285
<b>Budgeted Expenditures in SFY 2023</b>	\$40,000
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$86,982</u>

**Status**

Task Force Review

Line Item ID: 376-3-0014

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III

**Account Number**

19-4595

**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**

Student Interventionalist Social Security Contribution

This is an additional staff member hired to help our 7-12 kids with the increase in mental health issues that we are seeing due to COVID. She was employed by The Mental Health Center which is the CMHC for our area. She has been invaluable in helping our students with serious issues, as well as helping to work with The Center.

Teri will be working with students that have been identified to be struggling with social emotional issues, especially students that fell behind during covid and have developed a sense of hopelessness. The number of our students at risk of suicide has gone from practically 0 to over a dozen. We have had to have 4 students hospitalized in the past two years which has not been done in Sterling in over 10 years. She is also working with families in poverty to reduce chronic absenteeism, and develop strategies for getting work done and passing classes. Our failure rate in grades 7-12 increased by 200% in the fall of 2020

<b>Budgeted Expenditures in SFY 2021</b>	\$525
<b>Budgeted Expenditures in SFY 2022</b>	\$2,366
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$2,891</u>

**Status**

Task Force Review

Line Item ID: 376-3-0015

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III

**Account Number**

19-4595

**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****Student Interventionalist Unemployment Compensation**

This is an additional staff member hired to help our 7-12 kids with the increase in mental health issues that we are seeing due to COVID. She was employed by The Mental Health Center which is the CMHC for our area. She has been invaluable in helping our students with serious issues, as well as helping to work with The Center.

Teri will be working with students that have been identified to be struggling with social emotional issues, especially students that fell behind during covid and have developed a sense of hopelessness. The number of our students at risk of suicide has gone from practically 0 to over a dozen. We have had to have 4 students hospitalized in the past two years which has not been done in Sterling in over 10 years. She is also working with families in poverty to reduce chronic absenteeism, and develop strategies for getting work done and passing classes. Our failure rate in grades 7-12 increased by 200% in the fall of 2020

<b>Budgeted Expenditures in SFY 2021</b>	\$6
<b>Budgeted Expenditures in SFY 2022</b>	\$29
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$35</u>

**Status**

Task Force Review

Line Item ID: 376-3-0016



**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III

**Account Number**

19-4595

**Function Code**

2120 - Guidance 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**

Student Interventionalist Other Employee Benefits

This is an additional staff member hired to help our 7-12 kids with the increase in mental health issues that we are seeing due to COVID. She was employed by The Mental Health Center which is the CMHC for our area. She has been invaluable in helping our students with serious issues, as well as helping to work with The Center.

Teri will be working with students that have been identified to be struggling with social emotional issues, especially students that fell behind during covid and have developed a sense of hopelessness. The number of our students at risk of suicide has gone from practically 0 to over a dozen. We have had to have 4 students hospitalized in the past two years which has not been done in Sterling in over 10 years. She is also working with families in poverty to reduce chronic absenteeism, and develop strategies for getting work done and passing classes. Our failure rate in grades 7-12 increased by 200% in the fall of 2020

<b>Budgeted Expenditures in SFY 2021</b>	\$1,260
<b>Budgeted Expenditures in SFY 2022</b>	\$5,040
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$6,300</u>

**Status**

Task Force Review

Line Item ID: 376-3-0017

**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**

19-4595

**Function Code**

2122 - Counseling Services

**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**

Second Step Program - Counseling Services

This is a counseling support program that we are using at SGS. It has several components that we use with all students to help deal with the issues coming out of the pandemic.

<b>Budgeted Expenditures in SFY 2021</b>	\$2,259
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$2,259</u>

**Status**

Task Force Review

Line Item ID: 376-3-0018

**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**

19-4595

**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**

Health Services Staff During Additional Compensation - Social Security Contribution

<b>Budgeted Expenditures in SFY 2021</b>	\$367
<b>Budgeted Expenditures in SFY 2022</b>	\$8
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$375</u>

**Status**

Task Force Review

Line Item ID: 376-3-0019

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III

**Account Number**

19-4595

**Function Code**

2134 - Nursing Services

**Object Code**

120 - Regular Non-Certified Salaries

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Non Certified Staff Assisting with COVID Testing

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$189
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$189</u>

**Status**

Task Force Review

Line Item ID: 376-3-0020

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III

**Account Number**

19-4595

**Function Code**

2134 - Nursing 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**

Additional Compensation for Before School COVID Testing

This is for overtime and additional help for our nurse during test to stay/test to return

<b>Budgeted Expenditures in SFY 2021</b>	\$4,733
<b>Budgeted Expenditures in SFY 2022</b>	\$100
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$4,833</u>

**Status**

Task Force Review

Line Item ID: 376-3-0021

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III

**Account Number**

19-4595

**Function Code**

2134 - Nursing Services

**Object Code**

220 - Social Security Contributions

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Nursing Services - Social Security Contributions

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$14**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$14**Status**

Task Force Review

Line Item ID: 376-3-0022

**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**

19-4595

**Function Code**

2134 - Nursing 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**

Nursing Services - Other Employee Benefits

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$38**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$38**Status**

Task Force Review

Line Item ID: 376-3-0023

**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**

19-4595

**Function Code**

2134 - Nursing 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**

COVID Test Kits

These were kits we bought when we were out of tests provided by KDHE and needed some ASAP for our test to stay/Test to return

<b>Budgeted Expenditures in SFY 2021</b>	\$1,037
<b>Budgeted Expenditures in SFY 2022</b>	\$85
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$1,122</u>

**Status**

Task Force Review

Line Item ID: 376-3-0024

**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**

19-4595

**Function Code**

2230 -

**Object Code**

735 - Technology -Related Software

**Allowable Use**

9 - Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

We purchased several software packages for use during the shutdown to make distance learning easier to deliver and more effective for students. This included Novel Effect Premium to enhance remote reading instruction, Aptafund 4 cloud based upgrade to allow office staff to work remotely, and google workspace, to enhance our google suite capabilities.

<b>Budgeted Expenditures in SFY 2021</b>	\$32,914
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$32,914</u>

**Status**

Task Force Review

Line Item ID: 376-3-0025

**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**

19-4595

**Function Code**

2230 -

**Object Code**

736 - Computers and Related Equipment (Including Software if bought as a package)

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Computers and Related Equipment for Staff, and Students

We purchased enough devices so that every student had one if we had to go back to distance learning.

**Budgeted Expenditures in SFY 2021** \$23,864**Budgeted Expenditures in SFY 2022** \$1,680**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$25,544**Status**

Task Force Review

Line Item ID: 376-3-0026

**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**

19-4595

**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**

Sub Custodians for Positive &amp; Quarantined Staff - Pay

This is pay for substitute and temporary additional staff during the height of the pandemic when we were doing a lot of additional sanitizing and when we had staff out for long periods of time. We had one custodian that was hospitalized for six weeks and was out of work for nearly four months.

**Budgeted Expenditures in SFY 2021** \$8,404**Budgeted Expenditures in SFY 2022** \$22,411**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$30,815**Status**

Task Force Review

Line Item ID: 376-3-0027

**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**

19-4595

**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**

Sub Custodians for Positive &amp; Quarantined Staff - Social Security Contributions

**Budgeted Expenditures in SFY 2021** \$643**Budgeted Expenditures in SFY 2022** \$1,714**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$2,357**Status**

Task Force Review

Line Item ID: 376-3-0028

**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**

19-4595

**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**

Sub Custodians for Positive &amp; Quarantined Staff - Unemployment Compensation

**Budgeted Expenditures in SFY 2021** \$8**Budgeted Expenditures in SFY 2022** \$21**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$29**Status**

Task Force Review

Line Item ID: 376-3-0029

**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**

19-4595

**Function Code**

2600 - Operation and Maintenance of Plant Services (All except Transportation)

**Object Code**

290 - Other Employee Benefits

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Sub Custodians for Positive &amp; Quarantined Staff - Other Employee Benefits

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$50**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$50**Status**

Task Force Review

Line Item ID: 376-3-0031

**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**

19-4595

**Function Code**

1000 - Instruction

**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**

Masks and Supplies for Classroom

We purchased tons of masks and sanitizing supplies. There were also speciality masks with clear panels, and face shields to help speech students and primary students during phonics instruction.

**Budgeted Expenditures in SFY 2021** \$15,734**Budgeted Expenditures in SFY 2022** \$1,662**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$17,396**Status**

Task Force Review





# ESSER III APPLICATION FOR D0400

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>
Smoky Valley	126 S Main, Lindsborg, KS 674562418	126 S Main, Lindsborg, KS 674562418
<u>Superintendent Name</u>	<u>Superintendent E-mail Address</u>	<u>Superintendent Phone Number</u>
Heath Hogan	hhogan@smokyvalley.org	(785) 227-2981

## Authorized Representative of the District Information

<u>Name</u>	<u>Position of Title</u>	<u>E-mail Address</u>	<u>Phone Number</u>
Heath L. Hogan	Superintendent	hhogan@smokyvalley.org	(785) 227-2981
<u>Other District Representative 1 - Name</u>		<u>Other District Representative 1 - E-mail Address</u>	
Emmy Pratt		epratt@smokyvalley.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.smokyvalley.org/page/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?**

Our system will continue to rely on the latest guidance from the CDC to guide our decisions about how to safely keep our schools open. By using this strategy in the 2020-21 and 2021-22 school years we were able to safely have school each day. We plan to also provide rapid antigen testing to symptomatic and close contacts of positive COVID-19 cases if they desire for both staff and students.

Our plant facilities staff will continue to be vigilant about appropriate cleaning and disinfection practices. We have identified specific products and procedures to maintain the most healthy environment. Smoky Valley has and will continue to work in close contact with the Lindsborg Community Hospital as well as the McPherson County Health Department and the Kansas Department of Health and Environment to stay up-to-date with the latest COVID information, science, and effective practices.

## Stakeholder Engagement

Engaging in Meaningful Consultation with Stakeholders (Please describe the ways you meaningfully consulted with each group listed below as part of the development of the district ESSER III Plan)

## Students

In the spring of 2022 a student survey was sent to all Smoky Valley High School (SVHS) students. There are 254 students at SVHS and we had 100 students respond to the survey. Of those 100 responses there was a fairly even split between lower-classmen, 59%, and upperclassmen, 41%. The results of the survey are as follows:  
65% of the students felt the pandemic impacted their education in some way.  
33% of the students felt the pandemic impacted their education in a large way.  
51% of the students felt the pandemic impacted their mental health in some way  
30% of the students felt the pandemic impacted their mental health in a large way.

Additional feedback was provided by the students in the following areas, ranked by priorities.

- Offering additional extra-curricular activities (56%)
- Additional instructional materials and resources (41%)
- Providing additional technology for student use (40%)
- Facility upgrades that support student health needs (35%)
- After school tutoring programs (27%)
- Expanded social emotional learning and mental health services (21%)
- Offering more teacher professional development to support teacher growth (21%)
- Additional personnel and staff support for academic intervention (18%)
- Summer learning programs (15%)
- Additional behavioral support and interventions (11%)
- Purchasing additional supplies to sanitize and clean facilities (8%)

## Families

In the fall of 2022 a survey was sent to all families of USD 400 students. The survey used was filled out anonymously and was left open for approximately 2 weeks, with a reminder being sent out to families one week prior to closing. USD 400 has 950 students and we received 342 responses. The point of the survey was to gather data on the public's perception of how the district should be spending ESSER III resources. The summary to their suggestions are as follows in ranked order by the highest percentage to the lowest.

- Additional personnel and staff support for academic intervention
- Expanded social and emotional learning and mental health services
- Additional behavioral support and interventions
- Additional instructional materials and resources (software, textbooks, curriculum, etc.)
- Offering more teacher professional development to support teacher growth
- After school tutoring programs
- Summer learning programs
- Facility upgrades that support student health needs
- Providing additional technology for student use
- Offering additional extra-curricular activities
- Purchasing additional supplies to sanitize and clean facilities

## School and District Administrators including Special Education Administration

\*\* The following question was sent back-District Admin - How did you reach out to the Special Education Administration? What were the responses?

Smoky Valley Public Schools are a partners with McPherson County Coop, who provide all of the SPED services to our students. The Superintendent and the Director meet on a monthly basis to discuss a variety of issues, including ESSER funding. The Director of the coop provided the following information to provide guidance when making decisions on how to utilize the ESSER resources to help our special education students.

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Throughout the pandemic and continuing, the intensity of the needs of students with disabilities has increased across McCSEC. This has been seen with response to academic instruction and progress within the general education classroom. Students display gaps with foundational skills and require more targeted instruction in order to be successful in the general education setting. This includes the provision of accommodations and modifications within the general education classroom. The following would support these needs:

Ensuring an aligned Tier 1 academic curriculum;

Utilizing a Multi-Tiered System of Support (MTSS) to provide targeted intervention;

Fostering strong partnerships between general education and special education staff to ensure access to students with disabilities;

Providing professional development in high leverage instructional strategies including Universal Design for Learning (UDL);

An increase in the number of students that struggle with emotional regulation has also been observed. This increase has been noted across grade levels. Students in the early elementary grades have demonstrated an inability to "do school"—understanding the structure of a classroom setting and building relationships. Students in the upper grades have shown greater needs in the area of mental health including an increase in anxiety, depression, and suicidal thoughts. The following would support these needs:

Providing professional development around classroom management strategies;

Implementing positive behavioral intervention supports (PBIS) building wide and within individual classrooms;

Increasing staff understanding of student mental health and strategies to support those needs in the classroom;

Ensuring adequate staffing is available to meet the emotional needs of students. This could include hiring additional counselors, social workers, and/or school psychologists;

Partnering with local mental health agencies to provide counseling services within the school setting;

Partnering with families to provide resources and opportunities to build community.

**Teachers, Principals, School leaders, other Educators, School Staff and their Unions**

\*\*The following question was sent back- Teachers - How did you reach out to the teacher's union? What were the responses?

The superintendent's leadership team meets on a weekly basis to discuss a variety of issues and topics including ESSER's resources. The president/head negotiator are a part of the district leadership team and have been a part of the discussions and decision making from the beginning of the process. Additionally, all teachers, regardless of their union status were given the opportunity to provide input through the use of a survey as well as being members of our district and building site councils.

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In the fall of 2022 at the conclusion of our professional development day, staff were given the opportunity to provide feedback on the needs for the district and how they would like to see ESSER III resources utilized. Staff were divided into small groups that represented their grade levels or departments and singleton groups were placed into a group together. USD 400 has 69 certified staff and all were able to participate. A summary of the areas to focus on were in the following areas:

- MTSS and targeted interventions for students
- Social-Emotional Learning
- Expand on the teaching and accountability of "Life and Employability Skills"
- Improve the work environment for adults
- Curriculum/Instruction
- Professional development

## **Tribes**

USD 400 had 4 students that identified as Native American. When contacted to request input, one of those students informed the school that it was a mistake in enrollment and they were not Native American. The other 3 students were from one family, all in elementary school and USD 400 made contact with the parents and gathered the following information.

Priorities for spending should be considered in the following areas:

- Very important to important
- Additional personnel and staff support for academic intervention
- Additional instructional materials and resources (software, textbooks, curriculum, etc.)
- Additional behavioral support and interventions
- Offering more teacher professional development to support teacher growth
- Somewhat important
- Providing additional technology for student use
- Expanding social and emotional learning and mental health
- Offering additional extra-curricular activities
- Not important
- Summer learning programs
- After school tutoring programs
- Purchasing additional supplies to sanitize and clean facilities
- Facility upgrades that support student health needs, although they did comment that they would like to see the elementary playground updated.

## **Civil Rights Organization including Disability Rights Organizations**

\*\* The following question was sent back-Civil Rights - Please use the toolkit to identify Civil Rights groups and reach out to them about your ESSER III plan.

We contacted the Kansas Human Rights Commission and we received a reply that they do not have any input to provide at this time.

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External input was requested via a District Needs Assessment Survey. This ESSER III plan has the following connected supports which benefit all populations of our students:

- Curriculum review, adoption, and implementation
- Implementation of the KS MTSS and alignment model
- High-quality professional development, coaching, and mentoring for staff.
- Increased in-school mental health supports to help address the social emotional needs of all students.
- Retention/premium pay to keep high-quality staff.
- Credit recovery opportunities to keep all students on track for graduation and success beyond high school.

**Stakeholders representing the interests of children with disabilities, English Learners, children experiencing homelessness, children in foster care, migratory students, children who are incarcerated, and other underserved students**

\*\*The following question was sent back- Stakeholders representing the interests of children with disabilities, English Learners, children experiencing homelessness, children in foster care, migratory students, children who are incarcerated, and other underserved students - Please provide specifics for each subgroup. What were the responses for each subgroup? If you do not have a subgroup, please call this out.

A district created survey was sent to each family with the opportunity to provide input. Parents were asked to check a box if they were a Parent/Guardian/Representative of a child with the above mentioned subgroups (check all that apply). There were no other identifying information on the survey responses, so parents should have felt comfortable providing input. The following results came from the survey:

Parent/Guardian/Representative of a child with disabilities. 15 responses with the top 4 priorities being additional personnel and staff support for academic intervention, additional behavioral support and interventions, additional instructional materials and resources and expanded social emotional learning and mental health services.

Parent/Guardian/Representative of a child that is an English language learner. We had 2 parents respond and we also talked to the ESL teacher and the top two priorities given were to add additional personnel and staff support for academic intervention and add additional behavioral support and interventions.

We currently have 2 students in foster care. We contacted 2 parents about the needs that could be provided with ESSER III funds. The suggestions include increasing in-school mental health supports to help address the social emotional needs of all students and aligning curriculum to provide better intervention support.

We do not have any students that are experiencing homelessness at this time.

We do not have any students that are migratory at this time.

We do not have any students that are incarcerated at this time.

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Parents/guardians of all children across the district - including stakeholders representing the interests of children with disabilities, English Learners, children experiencing homelessness, children in foster care, migratory students, children who are incarcerated, and other underserved students were given the opportunity to participate in a district wide survey to create some priorities on utilizing ESSER III resources

This ESSER III plan has the following connected supports which benefit all populations of our students:

- Curriculum review, adoption, and implementation
- Implementation of the KS MTSS and alignment model
- High-quality professional development, coaching, and mentoring for staff.
- Increased in-school mental health supports to help address the social emotional needs of all students.
- Retention/premium pay to keep high-quality staff.
- Credit recovery opportunities to keep all students on track for graduation and success beyond high school.

**Provide the public the opportunity to provide input and take such input into account**

In the fall of 2022 a survey was sent to all families of USD 400 students. The survey used was filled out anonymously and was left open for approximately 2 weeks, with a reminder being sent out to families one week prior to closing. USD 400 has 950 students and we received 342 responses. The point of the survey was to gather data on the public's perception of how the district should be spending ESSER III resources. The summary to their suggestions are as follows in ranked order by the highest percentage to the lowest.

- Additional personnel and staff support for academic intervention
- Expanded social and emotional learning and mental health services
- Additional behavioral support and interventions
- Additional instructional materials and resources (software, textbooks, curriculum, etc.)
- Offering more teacher professional development to support teacher growth
- After school tutoring programs
- Summer learning programs
- Facility upgrades that support student health needs
- Providing additional technology for student use
- Offering additional extra-curricular activities
- Purchasing additional supplies to sanitize and clean facilities

These priorities were then communicated back to our building site councils, Board of Education and Community Ad Hoc.

## 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.**

Spring 2022 FastBridge Assessment					
Early Math/aMath	Early Reading/aReading				
Grade Level	T1%	T2% T3%	Grade Level	T1%	T2% T3%
PreK	58%,31%,11%		PreK	54%,23,23%	
KDG	88%,6%,6%		KDG	74%,18%,8%	
GR1	77%,20%,3%		GR1	54%,32%,14%	
GR2	74%,18%,8%		GR2	68%,26%,6%	
GR3	81%,16%,3%		GR3	67%,28%,5%	
GR4	69%,25%,6%		GR4	57%,29%,14%	
GR5	58%,33%,9%		GR5	63%,27%,10%	
GR6	63%,29%,8%		GR6	41%,37%,22%	
GR7	65%,32%,3%		GR7	66%,22%,12%	
GR8	50%,31%,19%		GR8	58%,24%,18%	

**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 described throughout this narrative, key evidenced-based interventions include the following:
- Curriculum review, adoption, and implementation
  - Implementation of the KS MTSS and alignment model
  - High-quality professional development, coaching, and mentoring for staff.
  - Increased in-school mental health supports to help address the social emotional needs of all students.
  - Retention/premium pay to keep high-quality staff.
  - Credit recovery opportunities to keep all students on track for graduation and success beyond high school.

**How the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act?**



As described throughout this narrative, key evidenced-based interventions include the following:

- Curriculum review, adoption, and implementation
- Implementation of the KS MTSS and alignment model
- High-quality professional development, coaching, and mentoring for staff.
- Increased in-school mental health supports to help address the social emotional needs of all students.
- Retention/premium pay to keep high-quality staff.
- Credit recovery opportunities to keep all students on track for graduation and success beyond high school.

**How the LEA will ensure that the interventions it implements, including but not limited to the interventions under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time, will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students disproportionately impacted by the COVID-19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students.**

As described throughout this narrative, key evidenced-based interventions include the following:

- Curriculum review, adoption, and implementation
- Implementation of the KS MTSS and alignment model
- High-quality professional development, coaching, and mentoring for staff.
- Increased in-school mental health supports to help address the social emotional needs of all students.
- Retention/premium pay to keep high-quality staff.
- Credit recovery opportunities to keep all students on track for graduation and success beyond high school.

## Allocations

	Direct Allocation	True Up Allocation	Total Allocation		20% Minimum
ESSER III Allocations	\$635,713	\$0	\$635,713	ESSER III Allocations	\$127,143
Approved Total	\$0	\$0	\$0	Approved Total	\$0
Amount Left	\$635,713	\$0	\$635,713	Amount Still Needed	\$127,143
In Review Total	\$598,092	\$0	\$598,092	In Review Total	\$183,433
Amount Left	\$37,621	\$0	\$37,621	Amount Still Needed	\$0

## Line Items

ID	Allocation Type	Learning Loss	Function Code	Object Code	Allowable Use	Total Expenditures	Status
400-3-0010	Direct	True	1000	110	3	\$90,425	Task Force Review
400-3-0011	Direct	True	1000	210	3	\$37,832	Task Force Review
400-3-0012	Direct	True	1000	220	3	\$16,231	Task Force Review
400-3-0013	Direct	True	1000	120	3	\$31,310	Task Force Review
400-3-0016	Direct	True	1000	290	3	\$5,135	Task Force Review
400-3-0017	Direct	False	2200	120	3	\$36,135	Task Force Review
400-3-0018	Direct	False	2200	210	3	\$8,916	Task Force Review
400-3-0019	Direct	False	2200	220	3	\$2,765	Task Force Review
400-3-0023	Direct	False	2130	120	2	\$20,000	Task Force Review
400-3-0025	Direct	False	2130	220	2	\$2,700	Task Force Review
400-3-0026	Direct	False	1000	110	16	\$20,170	Task Force Review
400-3-0028	Direct	False	1000	110	16	\$15,340	Task Force Review
400-3-0029	Direct	False	1000	110	16	\$20,990	Task Force Review
400-3-0030	Direct	False	1000	110	16	\$5,070	Task Force Review
400-3-0031	Direct	False	2400	110	16	\$1,000	Task Force Review
400-3-0032	Direct	False	2400	110	16	\$1,000	Task Force Review
400-3-0033	Direct	False	2400	110	16	\$2,000	Task Force Review
400-3-0034	Direct	False	2120	110	16	\$1,000	Task Force Review
400-3-0035	Direct	False	2120	110	16	\$1,000	Task Force Review
400-3-0036	Direct	False	2120	110	16	\$1,400	Task Force Review
400-3-0037	Direct	False	2120	110	16	\$1,000	Task Force Review
400-3-0038	Direct	False	2130	110	16	\$1,000	Task Force Review
400-3-0039	Direct	False	2210	110	16	\$1,000	Task Force Review
400-3-0040	Direct	False	2220	110	16	\$1,000	Task Force Review
400-3-0041	Direct	False	2320	110	16	\$1,000	Task Force Review
400-3-0042	Direct	False	2400	110	16	\$1,000	Task Force Review
400-3-0043	Direct	False	1000	120	16	\$4,535	Task Force Review
400-3-0044	Direct	False	1000	120	16	\$767	Task Force Review
400-3-0045	Direct	False	1000	120	16	\$798	Task Force Review
400-3-0046	Direct	False	2130	120	16	\$470	Task Force Review

400-3-0048	Direct	False	2220	120	16	\$235	Task Force Review
400-3-0049	Direct	False	2220	120	16	\$470	Task Force Review
400-3-0050	Direct	False	2220	120	16	\$470	Task Force Review
400-3-0051	Direct	False	2200	120	16	\$500	Task Force Review
400-3-0052	Direct	False	2200	120	16	\$1,000	Task Force Review
400-3-0053	Direct	False	2320	120	16	\$500	Task Force Review
400-3-0054	Direct	False	2410	120	16	\$970	Task Force Review
400-3-0055	Direct	False	2410	120	16	\$735	Task Force Review
400-3-0056	Direct	False	2410	120	16	\$1,395	Task Force Review
400-3-0057	Direct	False	2410	120	16	\$970	Task Force Review
400-3-0058	Direct	False	2500	120	16	\$1,690	Task Force Review
400-3-0059	Direct	False	2600	120	16	\$1,250	Task Force Review
400-3-0060	Direct	False	2600	120	16	\$1,500	Task Force Review
400-3-0061	Direct	False	2600	120	16	\$1,500	Task Force Review
400-3-0062	Direct	False	2600	120	16	\$500	Task Force Review
400-3-0063	Direct	False	2710	120	16	\$4,825	Task Force Review
400-3-0064	Direct	False	2720	120	16	\$750	Task Force Review
400-3-0065	Direct	False	2730	120	16	\$375	Task Force Review
400-3-0066	Direct	False	3120	120	16	\$750	Task Force Review
400-3-0067	Direct	False	3120	120	16	\$955	Task Force Review
400-3-0068	Direct	False	3120	120	16	\$1,160	Task Force Review
400-3-0069	Direct	False	1000	220	16	\$5,177	Task Force Review
400-3-0070	Direct	False	1000	260	16	\$68	Task Force Review
400-3-0071	Direct	False	2120	220	16	\$337	Task Force Review
400-3-0072	Direct	False	2120	260	16	\$4	Task Force Review
400-3-0073	Direct	False	2130	220	16	\$112	Task Force Review
400-3-0074	Direct	False	2130	260	16	\$1	Task Force Review
400-3-0075	Direct	False	2210	220	16	\$77	Task Force Review
400-3-0076	Direct	False	2210	260	16	\$1	Task Force Review
400-3-0077	Direct	False	2220	220	16	\$319	Task Force Review
400-3-0078	Direct	False	2220	260	16	\$4	Task Force Review
400-3-0079	Direct	False	2320	220	16	\$115	Task Force Review
400-3-0080	Direct	False	2320	260	16	\$2	Task Force Review
400-3-0081	Direct	False	2400	220	16	\$383	Task Force Review
400-3-0082	Direct	False	2400	260	16	\$5	Task Force Review
400-3-0083	Direct	False	2410	220	16	\$311	Task Force Review
400-3-0084	Direct	False	2410	260	16	\$4	Task Force Review
400-3-0085	Direct	False	2500	220	16	\$129	Task Force Review
400-3-0086	Direct	False	2500	260	16	\$2	Task Force Review
400-3-0087	Direct	False	2600	220	16	\$363	Task Force Review
400-3-0088	Direct	False	2600	260	16	\$5	Task Force Review
400-3-0089	Direct	False	2710	220	16	\$369	Task Force Review

400-3-0090	Direct	False	2710	260	16	\$5	Task Force Review
400-3-0091	Direct	False	2720	220	16	\$57	Task Force Review
400-3-0092	Direct	False	2720	260	16	\$1	Task Force Review
400-3-0093	Direct	False	2730	220	16	\$29	Task Force Review
400-3-0094	Direct	False	2730	260	16	\$1	Task Force Review
400-3-0095	Direct	False	3120	220	16	\$219	Task Force Review
400-3-0096	Direct	False	3120	260	16	\$3	Task Force Review
400-3-0097	Direct	False	2100	320	12	\$107,300	Task Force Review
400-3-0098	Direct	False	2100	320	12	\$91,100	Task Force Review
400-3-0099	Direct	True	2100	320	12	\$2,500	Task Force Review
400-3-0100	Direct	False	2210	300	12	\$15,000	Task Force Review
400-3-0101	Direct	False	2210	300	12	\$15,000	Task Force Review
400-3-0102	Direct	False	2210	300	12	\$3,600	Task Force Review

## Line Item Details

Line Item ID: 400-3-0010

### **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**

SES Teacher Salaries - Certified

### **Account Number**

45 E 1000 110 2000 000

### **Function Code**

1000 - Instruction

### **Object Code**

110 - Regular Certified Salaries

### **Allowable Use**

3 - Providing principals and other school leaders with resources to address individual school needs.

### **Please describe the expenditures within the account and how they will address a COVID-19 need**

The COVID-19 pandemic exposed the need for our schools to have additional staff members allowing us to increase social distancing in the classroom by lower the student/teacher ratio. Our local assessment showed that Kindergarten fell the furthest behind academically during the COVID-19 pandemic and for the Remote Learning timespan. The additional teacher that we are paying for with these temporary funds is an additional teacher the Kindergarten grade level. The improved teacher-to-student ratio numbers allow us to more specifically attack learning loss in smaller groups and more individually address the low SES or IEP'd students that research has shown have the most difficult time returning to and maintaining grade level.

**Budgeted Expenditures in SFY 2021** \$0

**Budgeted Expenditures in SFY 2022** \$0

**Budgeted Expenditures in SFY 2023** \$44,765

**Budgeted Expenditures in SFY 2024** \$45,660

**Total Expenditures** \$90,425

### **Status**

Task Force Review

Line Item ID: 400-3-0011

**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 Health Insurance

**Account Number**

45 E 1000 210 2000 000

**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**

Corresponding Kindergarten Teacher &amp; Kindergarten Aide Health Insurance Expenses

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$17,832**Budgeted Expenditures in SFY 2024** \$20,000**Total Expenditures** \$37,832**Status**

Task Force Review

Line Item ID: 400-3-0012

**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**

Instructional Social Security

**Account Number**

45 E 1000 220 2000 000

**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**

Corresponding Kindergarten Teacher &amp; Kindergarten Aide Social Security Expenses

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$8,035**Budgeted Expenditures in SFY 2024** \$8,196**Total Expenditures** \$16,231**Status**

Task Force Review

Line Item ID: 400-3-0013

**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**

SES Teacher Aide Salaries

**Account Number**

45 E 1000 120 2000 000

**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**

The COVID-19 pandemic exposed the need for our schools to have additional staff members allowing us to increase social distancing in the classroom by lower the student/teacher ratio. Our local assessment showed that Kindergarten fell the furthest behind academically during the COVID-19 pandemic and for the Remote Learning timespan. The additional teacher's aide that we are paying for with these temporary funds is an additional teacher's aide in the Kindergarten grade level. The improved teacher-to-student ratio numbers allow us to more specifically attack learning loss in smaller groups and more individually address the low SES or IEP'd students that research has shown have the most difficult time returning to and maintaining grade level.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$15,500**Budgeted Expenditures in SFY 2024** \$15,810**Total Expenditures** \$31,310**Status**

Task Force Review

Line Item ID: 400-3-0016

**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**

KPERs WAR Expense - SES

**Account Number**

45 E 1000 290 2000 000

**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**

Corresponding Kindergarten Teacher Aide KPERs Working After Retirement Expenses

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$2,050**Budgeted Expenditures in SFY 2024** \$3,085**Total Expenditures** \$5,135**Status**

Task Force Review

Line Item ID: 400-3-0017

**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**

Technology Support Salary

**Account Number**

45 E 2200 120 8000 000

**Function Code**

2200 - Support Services (Instructional Staff)

**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**

After returning from the pandemic there was a high need to add additional technology support for our students and staff. With the use of ESSER II funds USD 400 was able to add a full-time tech integration support specialist. USD 400 will need to use ESSER III dollars to continue to provide this support to students and staff for the remainder of the 22-23 school year.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$36,135**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$36,135**Status**

Task Force Review

Line Item ID: 400-3-0018

**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**

Technology Health Insurance

**Account Number**

45 E 2200 210 8000 000

**Function Code**

2200 - Support Services (Instructional Staff)

**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**

Corresponding Tech Specialist Health Insurance Expense

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$8,916**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$8,916**Status**

Task Force Review

Line Item ID: 400-3-0019

**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**

Technology Social Security

**Account Number**

45 E 2200 220 8000 000

**Function Code**

2200 - Support Services (Instructional Staff)

**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**

Corresponding Tech Specialist Social Security Expense

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$2,765**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$2,765**Status**

Task Force Review

Line Item ID: 400-3-0023

**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**

Nursing Non-Certified Salaries

**Account Number**

45 E 2130 120 8000 000

**Function Code**

2130 - Health Services

**Object Code**

120 - Regular Non-Certified Salaries

**Allowable Use**

2 - Coordination of COVID-19 preparedness and response efforts.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Since the Fall of 2020, our school district has utilized additional school nursing services. This has been extremely helpful, as we have worked to provide strong communication to families, students, and staff amidst ever-changing public health guidelines and protocols. We believe we must continue this service over the course through the 22-23 school year. This has become an essential position for us as we implement our COVID re-entry plan which includes monitoring students and staff symptoms, providing testing, and acting as a liaison to our county health administrators.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$20,000**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$20,000**Status**

Task Force Review

Line Item ID: 400-3-0025



**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**

Nursing - Social Security

**Account Number**

45 E 2130 220 8000 000

**Function Code**

2130 - Health Services

**Object Code**

220 - Social Security Contributions

**Allowable Use**

2 - Coordination of COVID-19 preparedness and response efforts.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Corresponding Nursing Staff Social Security Expense

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$2,700**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$2,700**Status**

Task Force Review

Line Item ID: 400-3-0026

**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**

Certified Salaries - SES

**Account Number**

45 E 1000 110 2000 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**

Costs associated with retention pay to keep quality staff employed for the 23-24 school year. All Soderstrom Elementary certified staff (20.17 FTE) will receive \$1,000 based on FTE.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$20,170**Total Expenditures** \$20,170**Status**

Task Force Review

Line Item ID: 400-3-0028

**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**

Certified Salaries - SVMS

**Account Number**

45 E 1000 110 5000 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**

Costs associated with retention pay to keep quality staff employed for the 23-24 school year. All Smoky Valley Middle School certified staff (15.34 FTE) will receive \$1,000 based on FTE.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$15,340
<b>Total Expenditures</b>	\$15,340

**Status**

Task Force Review

Line Item ID: 400-3-0029

**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**

Certified Salaries - SVHS

**Account Number**

45 E 1000 110 4000 000

**Function Code**

1000 - Instruction

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Costs associated with retention pay to keep quality staff employed for the 23-24 school year. All Smoky Valley High School certified staff (20.99 FTE) will receive \$1,000 based on FTE.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$20,990
<b>Total Expenditures</b>	\$20,990

**Status**

Task Force Review

Line Item ID: 400-3-0030

**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**

Certified Salaries - SVVCS

**Account Number**

45 E 1000 110 6000 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**

Costs associated with retention pay to keep quality staff employed for the 23-24 school year. All Smoky Valley Virtual Charter School certified staff (5.07 FTE) will receive \$1,000 based on FTE.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$5,070
<b>Total Expenditures</b>	\$5,070

**Status**

Task Force Review

Line Item ID: 400-3-0031

**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**

Principal Salary - SES

**Account Number**

45 E 2400 110 2000 000

**Function Code**

2400 - Support Services (School Administration)

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Costs associated with retention pay to keep quality staff employed for the 23-24 school year. The Soderstrom Elementary principal (1.0 FTE) will receive \$1,000 based on FTE.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$1,000
<b>Total Expenditures</b>	\$1,000

**Status**

Task Force Review

Line Item ID: 400-3-0032

**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**

Principal Salary - SVMS

**Account Number**

45 E 2400 100 5000 000

**Function Code**

2400 - Support Services (School Administration)

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Costs associated with retention pay to keep quality staff employed for the 23-24 school year. The Smoky Valley Middle School principal (1.0 FTE) will receive \$1,000 based on FTE.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$1,000
<b>Total Expenditures</b>	<u>\$1,000</u>

**Status**

Task Force Review

Line Item ID: 400-3-0033

**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**

Principal Salaries - SVHS

**Account Number**

45 E 2400 110 4000 000

**Function Code**

2400 - Support Services (School Administration)

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Costs associated with retention pay to keep quality staff employed for the 23-24 school year. The Smoky Valley High School principal & assistant principal (2.0 FTE) will receive \$1,000 based on FTE.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$2,000
<b>Total Expenditures</b>	<u>\$2,000</u>

**Status**

Task Force Review

Line Item ID: 400-3-0034

**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**

Counselor Salary - SES

**Account Number**

45 E 2120 110 2000 000

**Function Code**

2120 - Guidance 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**

Costs associated with retention pay to keep quality staff employed for the 23-24 school year. The Soderstrom Elementary counselor (1.0 FTE) will receive \$1,000 based on FTE.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$1,000
<b>Total Expenditures</b>	\$1,000

**Status**

Task Force Review

Line Item ID: 400-3-0035

**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**

Counselor Salaries - SVMS

**Account Number**

45 E 2120 110 5000 000

**Function Code**

2120 - Guidance 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**

Costs associated with retention pay to keep quality staff employed for the 23-24 school year. The Smoky Valley Middle School counselor (1.0 FTE) will receive \$1,000 based on FTE.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$1,000
<b>Total Expenditures</b>	\$1,000

**Status**

Task Force Review

Line Item ID: 400-3-0036

**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**

Counselor Salaries - SVHS

**Account Number**

45 E 2120 110 4000 000

**Function Code**

2120 - Guidance 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**

Costs associated with retention pay to keep quality staff employed for the 23-24 school year. The Smoky Valley High School counselors (1.4 FTE) will receive \$1,000 based on FTE.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
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<b>Budgeted Expenditures in SFY 2022</b>	\$0
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<b>Budgeted Expenditures in SFY 2023</b>	\$0
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<b>Budgeted Expenditures in SFY 2024</b>	\$1,400
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<b>Total Expenditures</b>	\$1,400
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**Status**

Task Force Review

Line Item ID: 400-3-0037

**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**

Counselor Salaries - SVVCS

**Account Number**

45 E 2120 110 6000 000

**Function Code**

2120 - Guidance 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**

Costs associated with retention pay to keep quality staff employed for the 23-24 school year. The Smoky Valley Virtual Charter School counselor (1.0 FTE) will receive \$1,000 based on FTE.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
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<b>Budgeted Expenditures in SFY 2022</b>	\$0
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<b>Budgeted Expenditures in SFY 2023</b>	\$0
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<b>Budgeted Expenditures in SFY 2024</b>	\$1,000
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<b>Total Expenditures</b>	\$1,000
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**Status**

Task Force Review

Line Item ID: 400-3-0038

**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**

Nursing Certified Salaries

**Account Number**

45 E 2130 110 8000 000

**Function Code**

2130 - Health Services

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Costs associated with retention pay to keep quality staff employed for the 23-24 school year. The certified school nurse (1.0 FTE) will receive \$1,000 based on FTE.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
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<b>Budgeted Expenditures in SFY 2022</b>	\$0
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<b>Budgeted Expenditures in SFY 2023</b>	\$0
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<b>Budgeted Expenditures in SFY 2024</b>	\$1,000
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<b>Total Expenditures</b>	\$1,000
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**Status**

Task Force Review

Line Item ID: 400-3-0039

**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**

Student Learning Salary - District

**Account Number**

45 E 2210 110 8000 000

**Function Code**

2210 - Improvement of Instruction Services

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Costs associated with retention pay to keep quality staff employed for the 23-24 school year. The Director of Student Learning for Smoky Valley (1.0 FTE) will receive \$1,000 based on FTE.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
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<b>Budgeted Expenditures in SFY 2022</b>	\$0
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<b>Budgeted Expenditures in SFY 2023</b>	\$0
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<b>Budgeted Expenditures in SFY 2024</b>	\$1,000
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<b>Total Expenditures</b>	\$1,000
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**Status**

Task Force Review

Line Item ID: 400-3-0040

**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**

Tech Support Salary - Certified

**Account Number**

45 E 2290 110 8000 000

**Function Code**

2220 - Educational Media 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**

Costs associated with retention pay to keep quality staff employed for the 23-24 school year. The certified Technology Integration Specialist (1.0 FTE) will receive \$1,000 based on FTE.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
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<b>Budgeted Expenditures in SFY 2022</b>	\$0
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<b>Budgeted Expenditures in SFY 2023</b>	\$0
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<b>Budgeted Expenditures in SFY 2024</b>	\$1,000
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<b>Total Expenditures</b>	\$1,000
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**Status**

Task Force Review

Line Item ID: 400-3-0041

**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**

Administrative Salary - Superintendent

**Account Number**

45 E 2320 110 1000 000

**Function Code**

2320 - Executive Administration 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**

Costs associated with retention pay to keep quality staff employed for the 23-24 school year. The Superintendent of Schools for Smoky Valley (1.0 FTE) will receive \$1,000 based on FTE.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
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<b>Budgeted Expenditures in SFY 2022</b>	\$0
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<b>Budgeted Expenditures in SFY 2023</b>	\$0
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<b>Budgeted Expenditures in SFY 2024</b>	\$1,000
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<b>Total Expenditures</b>	\$1,000
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**Status**

Task Force Review

Line Item ID: 400-3-0042



**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 Admin Salary - SVVCS

**Account Number**

45 E 2400 110 6000 000

**Function Code**

2400 - Support Services (School Administration)

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Costs associated with retention pay to keep quality staff employed for the 23-24 school year. The Smoky Valley Virtual Charter School principal (1.0 FTE) will receive \$1,000 based on FTE.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$1,000
<b>Total Expenditures</b>	\$1,000

**Status**

Task Force Review

Line Item ID: 400-3-0043

**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**

Non-Certified Salaries - SES

**Account Number**

45 E 1000 120 2000 000

**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**

Costs associated with retention pay to keep quality staff employed for the 23-24 school year. The classified instructional support staff for the elementary school (9.07 FTE) will receive \$500 based on FTE.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$4,535
<b>Total Expenditures</b>	\$4,535

**Status**

Task Force Review

Line Item ID: 400-3-0044

**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**

Non-Certified Salaries - SVMS

**Account Number**

45 E 1000 120 5000 000

**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**

Costs associated with retention pay to keep quality staff employed for the 23-24 school year. The classified instructional support staff for Smoky Valley Middle School (1.54 FTE) will receive \$500 based on FTE.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
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<b>Budgeted Expenditures in SFY 2022</b>	\$0
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<b>Budgeted Expenditures in SFY 2023</b>	\$0
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<b>Budgeted Expenditures in SFY 2024</b>	\$767
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<b>Total Expenditures</b>	<u>\$767</u>
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**Status**

Task Force Review

Line Item ID: 400-3-0045

**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**

Non-Certified Salaries - SVHS

**Account Number**

45 E 1000 120 4000 000

**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**

Costs associated with retention pay to keep quality staff employed for the 23-24 school year. The classified instructional support staff for Smoky Valley High School (1.60 FTE) will receive \$500 based on FTE.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
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<b>Budgeted Expenditures in SFY 2022</b>	\$0
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<b>Budgeted Expenditures in SFY 2023</b>	\$0
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<b>Budgeted Expenditures in SFY 2024</b>	\$798
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<b>Total Expenditures</b>	<u>\$798</u>
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**Status**

Task Force Review

Line Item ID: 400-3-0046

**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**

Nursing Non-Certified Salaries

**Account Number**

45 E 2130 120 8000 000

**Function Code**

2130 - Health 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**

Costs associated with retention pay to keep quality staff employed for the 23-24 school year. The classified nursing support staff for the district (.94 FTE) will receive \$500 based on FTE.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$470
<b>Total Expenditures</b>	\$470

**Status**

Task Force Review

Line Item ID: 400-3-0048

**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**

Library Aide Salaries - SES

**Account Number**

45 E 2220 120 2000 000

**Function Code**

2220 - Educational Media 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 SES Classified Library Aide

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$235
<b>Total Expenditures</b>	\$235

**Status**

Task Force Review

Line Item ID: 400-3-0049

**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**

Library Aides Salaries - SVHS

**Account Number**

45 E 2220 120 4000 000

**Function Code**

2220 - Educational Media 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 SVHS Classified Library Aides

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$470**Total Expenditures** \$470**Status**

Task Force Review

Line Item ID: 400-3-0050

**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**

Library Aide Salaries - SVMS

**Account Number**

45 E 2220 120 5000 000

**Function Code**

2220 - Educational Media 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 SVMS Classified Library Aide

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$470**Total Expenditures** \$470**Status**

Task Force Review

Line Item ID: 400-3-0051

**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**

Technology Support Salary

**Account Number**

45 E 2290 120 8000 000

**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**

Costs associated with retention pay to keep quality staff employed for the 23-24 school year. The classified Technology Director for the district (1.0 FTE) will receive \$500 based on FTE.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$500
<b>Total Expenditures</b>	\$500

**Status**

Task Force Review

Line Item ID: 400-3-0052

**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**

Technology Support Aides

**Account Number**

45 E 2290 120 8000 001

**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**

Costs associated with retention pay to keep quality staff employed for the 23-24 school year. The classified technology support staff for the district (2.0 FTE) will receive \$500 based on FTE.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$1,000
<b>Total Expenditures</b>	\$1,000

**Status**

Task Force Review

Line Item ID: 400-3-0053

**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**

Secretarial Salaries - Gen. Admin

**Account Number**

45 E 2320 120 1000 000

**Function Code**2320 - Executive Administration  
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**

Costs associated with retention pay to keep quality staff employed for the 23-24 school year. The Board Clerk for the district (1.0 FTE) will receive \$500 based on FTE.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$500
<b>Total Expenditures</b>	\$500

**Status**

Task Force Review

Line Item ID: 400-3-0054

**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**

Classified Admin Salary - Virtual

**Account Number**

45 E 2410 120 6000 000

**Function Code**

2410 - Office of the Principal 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**

Costs associated with retention pay to keep quality staff employed for the 23-24 school year. The classified secretarial support staff for Smoky Valley Virtual Charter School (1.94 FTE) will receive \$500 based on FTE.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$970
<b>Total Expenditures</b>	\$970

**Status**

Task Force Review

Line Item ID: 400-3-0055

**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**

Secretaries Salaries - SES

**Account Number**

45 E 2410 120 2000 000

**Function Code**

2410 - Office of the Principal 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**

Costs associated with retention pay to keep quality staff employed for the 23-24 school year. The classified secretarial staff for the elementary school (1.47 FTE) will receive \$500 based on FTE.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$735
<b>Total Expenditures</b>	\$735

**Status**

Task Force Review

Line Item ID: 400-3-0056

**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**

Secretaries Salaries - SVHS

**Account Number**

45 E 2410 120 4000 000

**Function Code**

2410 - Office of the Principal 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**

Costs associated with retention pay to keep quality staff employed for the 23-24 school year. The classified secretarial staff for Smoky Valley High School (2.79 FTE) will receive \$500 based on FTE.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$1,395
<b>Total Expenditures</b>	\$1,395

**Status**

Task Force Review

Line Item ID: 400-3-0057

**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**

Secretaries Salaries - SVMS

**Account Number**

45 E 2410 120 5000 000

**Function Code**

2410 - Office of the Principal 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**

Costs associated with retention pay to keep quality staff employed for the 23-24 school year. The classified secretarial staff for the elementary school (1.94 FTE) will receive \$500 based on FTE.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$970
<b>Total Expenditures</b>	\$970

**Status**

Task Force Review

Line Item ID: 400-3-0058

**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**

Support Services Business - District

**Account Number**

45 E 2500 120 1000 000

**Function Code**

2500 - Central Services

**Object Code**

120 - Regular Non-Certified Salaries

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Costs associated with retention pay to keep quality staff employed for the 23-24 school year. The classified district office support staff (3.38 FTE) will receive \$500 based on FTE.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$1,690
<b>Total Expenditures</b>	\$1,690

**Status**

Task Force Review

Line Item ID: 400-3-0059



**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**

Custodial Salaries - SES

**Account Number**

45 E 2600 120 2000 000

**Function Code**

2600 - Operation and Maintenance of Plant Services (All except Transportation)

**Object Code**

120 - Regular Non-Certified Salaries

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Costs associated with retention pay to keep quality staff employed for the 23-24 school year. The classified custodial staff for the elementary school (2.5 FTE) will receive \$500 based on FTE.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$1,250
<b>Total Expenditures</b>	<u>\$1,250</u>

**Status**

Task Force Review

Line Item ID: 400-3-0060

**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**

Custodial Salaries - SVHS

**Account Number**

45 E 2600 120 4000 000

**Function Code**

2600 - Operation and Maintenance of Plant Services (All except Transportation)

**Object Code**

120 - Regular Non-Certified Salaries

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Costs associated with retention pay to keep quality staff employed for the 23-24 school year. The classified custodial staff for Smoky Valley High School (3.0 FTE) will receive \$500 based on FTE.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$1,500
<b>Total Expenditures</b>	<u>\$1,500</u>

**Status**

Task Force Review

Line Item ID: 400-3-0061

**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**

Custodial Salaries - SVMS

**Account Number**

45 E 2600 120 5000 000

**Function Code**

2600 - Operation and Maintenance of Plant Services (All except Transportation)

**Object Code**

120 - Regular Non-Certified Salaries

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Costs associated with retention pay to keep quality staff employed for the 23-24 school year. The classified custodial staff for Smoky Valley Middle School (3.0 FTE) will receive \$500 based on FTE.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$1,500
<b>Total Expenditures</b>	<u>\$1,500</u>

**Status**

Task Force Review

Line Item ID: 400-3-0062

**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**

Maintenance Salaries - District

**Account Number**

45 E 2600 120 8000 000

**Function Code**

2600 - Operation and Maintenance of Plant Services (All except Transportation)

**Object Code**

120 - Regular Non-Certified Salaries

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Costs associated with retention pay to keep quality staff employed for the 23-24 school year. The Maintenance Director for the district (1.0 FTE) will receive \$500 based on FTE.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$500
<b>Total Expenditures</b>	<u>\$500</u>

**Status**

Task Force Review

Line Item ID: 400-3-0063

**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**

Bus Driver Salaries

**Account Number**

45 E 2710 120 7000 000

**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**

Costs associated with retention pay to keep quality staff employed for the 23-24 school year. The bus driving staff for the district (9.65 FTE) will receive \$500 based on FTE.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
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<b>Budgeted Expenditures in SFY 2022</b>	\$0
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<b>Budgeted Expenditures in SFY 2023</b>	\$0
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<b>Budgeted Expenditures in SFY 2024</b>	\$4,825
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<b>Total Expenditures</b>	<u>\$4,825</u>
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**Status**

Task Force Review

Line Item ID: 400-3-0064

**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**

Administration Salary - Transportation

**Account Number**

45 E 2720 120 7000 000

**Function Code**

2720 - Monitoring 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**

Costs associated with retention pay to keep quality staff employed for the 23-24 school year. The Transportation Director & Secretary staff for the district (1.5 FTE) will receive \$500 based on FTE.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
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<b>Budgeted Expenditures in SFY 2022</b>	\$0
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<b>Budgeted Expenditures in SFY 2023</b>	\$0
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<b>Budgeted Expenditures in SFY 2024</b>	\$750
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<b>Total Expenditures</b>	<u>\$750</u>
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**Status**

Task Force Review

Line Item ID: 400-3-0065

**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**Bus Maintenance Salaries -  
Transportation**Account Number**

45 E 2730 120 7000 000

**Function Code**2730 - Vehicle Servicing and  
Maintenance**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**

Costs associated with retention pay to keep quality staff employed for the 23-24 school year. The Transportation Mechanic for the district (0.75 FTE) will receive \$500 based on FTE.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$375
<b>Total Expenditures</b>	\$375

**Status**

Task Force Review

Line Item ID: 400-3-0066

**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**

Cooks Salaries - SES Food Service

**Account Number**

45 E 3120 120 2000 000

**Function Code**3120 - Food Preparation and  
Dispensing 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**

Costs associated with retention pay to keep quality staff employed for the 23-24 school year. The classified food service cook staff for the elementary school (1.5 FTE) will receive \$500 based on FTE.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$750
<b>Total Expenditures</b>	\$750

**Status**

Task Force Review

Line Item ID: 400-3-0067

**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**

Cooks Salaries - SVHS Food Service

**Account Number**

45 E 3120 120 4000 000

**Function Code**3120 - Food Preparation and  
Dispensing 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**

Costs associated with retention pay to keep quality staff employed for the 23-24 school year. The classified food service cook staff for Smoky Valley High School (1.91 FTE) will receive \$500 based on FTE.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$955**Total Expenditures** \$955**Status**

Task Force Review

Line Item ID: 400-3-0068

**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**

Cooks Salaries - SVMS Food Service

**Account Number**

45 E 3120 120 5000 000

**Function Code**3120 - Food Preparation and  
Dispensing 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**

Costs associated with retention pay to keep quality staff employed for the 23-24 school year. The classified food service cook staff for Smoky Valley Middle School (2.32 FTE) will receive \$500 based on FTE.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$1,160**Total Expenditures** \$1,160**Status**

Task Force Review

Line Item ID: 400-3-0069

**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**

Instructional Social Security

**Account Number**

45 E 1000 220 8000 000

**Function Code**

1000 - Instruction

**Object Code**

220 - Social Security Contributions

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Corresponding Instructional retention pay social security expenses.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$5,177**Total Expenditures** \$5,177**Status**

Task Force Review

Line Item ID: 400-3-0070

**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**

Instructional - Unemployment

**Account Number**

45 E 1000 260 8000 000

**Function Code**

1000 - Instruction

**Object Code**

260 - Unemployment Compensation

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Corresponding Instructional retention pay unemployment expenses.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$68**Total Expenditures** \$68**Status**

Task Force Review

Line Item ID: 400-3-0071

**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**

Counselor - Social Security

**Account Number**

45 E 2120 220 8000 000

**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**

Corresponding Counselor retention pay social security expenses.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$337**Total Expenditures** \$337**Status**

Task Force Review

Line Item ID: 400-3-0072

**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**

Counselors - Unemployment

**Account Number**

45 E 2120 260 8000 000

**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**

Corresponding Counselor retention pay unemployment expenses.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$4**Total Expenditures** \$4**Status**

Task Force Review

Line Item ID: 400-3-0073

**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**

Nursing - Social Security

**Account Number**

45 E 2130 220 8000 000

**Function Code**

2130 - Health Services

**Object Code**

220 - Social Security Contributions

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Corresponding Nursing retention pay social security expenses.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$112**Total Expenditures** \$112**Status**

Task Force Review

Line Item ID: 400-3-0074

**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**

Nursing - Unemployment

**Account Number**

45 E 2130 260 8000 000

**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**

Corresponding Nursing retention pay unemployment expenses.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$1**Total Expenditures** \$1**Status**

Task Force Review

Line Item ID: 400-3-0075



**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**

Director of Student Learning - Social Security

**Account Number**

45 E 2210 220 8000 000

**Function Code**

2210 - 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**

Corresponding Director of Student Learning retention pay social security expenses.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$77
<b>Total Expenditures</b>	<u>\$77</u>

**Status**

Task Force Review

Line Item ID: 400-3-0076

**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**

Director of Student Learning - Unemployment

**Account Number**

45 E 2210 260 8000 000

**Function Code**

2210 - Improvement of Instruction Services

**Object Code**

260 - Unemployment Compensation

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Corresponding Director of Student Learning retention pay unemployment expenses.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$1
<b>Total Expenditures</b>	<u>\$1</u>

**Status**

Task Force Review

Line Item ID: 400-3-0077

**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**

Educational Media Service - Social Security

**Account Number**

45 E 2220 220 8000 000

**Function Code**

2220 - Educational Media 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**

Corresponding Library Aide &amp; Tech Support retention pay social security expenses.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$319**Total Expenditures** \$319**Status**

Task Force Review

Line Item ID: 400-3-0078

**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**

Educational Media Services - Unemployment

**Account Number**

45 E 2220 260 8000 000

**Function Code**

2220 - Educational Media 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**

Corresponding Library Aide &amp; Tech Support retention pay unemployment expenses.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$4**Total Expenditures** \$4**Status**

Task Force Review

Line Item ID: 400-3-0079

**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**

General Admin - Social Security

**Account Number**

45 E 2320 220 8000 0000

**Function Code**2320 - Executive Administration  
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**

Corresponding Superintendent &amp; Board Clerk retention pay social security expenses.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$115**Total Expenditures** \$115**Status**

Task Force Review

Line Item ID: 400-3-0080

**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**

General Admin - Unemployment

**Account Number**

45 E 2320 260 8000 000

**Function Code**2320 - Executive Administration  
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**

Corresponding Superintendent &amp; Board Clerk retention pay unemployment expenses.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$2**Total Expenditures** \$2**Status**

Task Force Review

Line Item ID: 400-3-0081

**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**

Principal - Social Security

**Account Number**

45 E 2400 220 8000 000

**Function Code**

2400 - Support Services (School Administration)

**Object Code**

220 - Social Security Contributions

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Corresponding Principal retention pay social security expenses.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$383**Total Expenditures** \$383**Status**

Task Force Review

Line Item ID: 400-3-0082

**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**

Principal - Unemployment

**Account Number**

45 E 2400 260 8000 000

**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**

Corresponding Principal retention pay social security expenses.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$5**Total Expenditures** \$5**Status**

Task Force Review

Line Item ID: 400-3-0083

**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**

Secretaries - Social Security

**Account Number**

45 E 2410 220 8000 000

**Function Code**

2410 - Office of the Principal Services

**Object Code**

220 - Social Security Contributions

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Corresponding Secretaries retention pay social security expenses.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$311**Total Expenditures** \$311**Status**

Task Force Review

Line Item ID: 400-3-0084

**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**

Secretaries - Unemployment

**Account Number**

45 E 2410 260 8000 000

**Function Code**

2410 - Office of the Principal Services

**Object Code**

260 - Unemployment Compensation

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Corresponding Secretaries retention pay unemployment expenses.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$4**Total Expenditures** \$4**Status**

Task Force Review

Line Item ID: 400-3-0085

**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**

Central Office - Social Security

**Account Number**

45 E 2500 220 8000 000

**Function Code**

2500 - Central Services

**Object Code**

220 - Social Security Contributions

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Corresponding Central Office staff retention pay social security expenses.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$129**Total Expenditures** \$129**Status**

Task Force Review

Line Item ID: 400-3-0086

**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**

Central Office - Unemployment

**Account Number**

45 E 2500 260 8000 000

**Function Code**

2500 - Central Services

**Object Code**

260 - Unemployment Compensation

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Corresponding Central Office staff retention pay unemployment expenses.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$2**Total Expenditures** \$2**Status**

Task Force Review

Line Item ID: 400-3-0087

**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**

Custodial - Social Security

**Account Number**

45 E 2600 220 8000 000

**Function Code**

2600 - Operation and Maintenance of Plant Services (All except Transportation)

**Object Code**

220 - Social Security Contributions

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Corresponding Custodial retention pay social security expenses.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$363**Total Expenditures** \$363**Status**

Task Force Review

Line Item ID: 400-3-0088

**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**

Custodial - Unemployment

**Account Number**

45 E 2600 260 8000 000

**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**

Corresponding Custodial staff retention pay unemployment expenses.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$5**Total Expenditures** \$5**Status**

Task Force Review

Line Item ID: 400-3-0089

**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**

Bus Drivers - Social Security

**Account Number**

45 E 2710 220 8000 000

**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**

Corresponding Bus Driver retention pay social security expenses.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$369**Total Expenditures** \$369**Status**

Task Force Review

Line Item ID: 400-3-0090

**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**

Bus Drivers - Unemployment

**Account Number**

45 E 2710 260 8000 000

**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**

Corresponding Bus Driver retention pay unemployment expenses.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$5**Total Expenditures** \$5**Status**

Task Force Review

Line Item ID: 400-3-0091



**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**

Transportation - Social Security

**Account Number**

45 E 2720 220 8000 000

**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**

Corresponding Transportation director &amp; transportation secretary retention pay social security expenses.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$57**Total Expenditures** \$57**Status**

Task Force Review

Line Item ID: 400-3-0092

**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**

Transportation - Unemployment

**Account Number**

45 E 2720 260 8000 000

**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**

Corresponding Transportation director &amp; transportation secretary retention pay unemployment expenses.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$1**Total Expenditures** \$1**Status**

Task Force Review

Line Item ID: 400-3-0093

**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**

Bus Maintenance - Social Security

**Account Number**

45 E 2730 220 8000 000

**Function Code**2730 - Vehicle Servicing and  
Maintenance**Object Code**

220 - Social Security Contributions

**Allowable Use**16 - Other activities necessary to  
maintain LEA operations and services  
and employ existing LEA staff.**Please describe the expenditures within the account and how they will address a COVID-19 need**

Corresponding Bus Mechanic retention pay social security expenses.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$29**Total Expenditures** \$29**Status**

Task Force Review

Line Item ID: 400-3-0094

**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**

Bus Maintenance - Unemployment

**Account Number**

45 E 2730 260 8000 000

**Function Code**2730 - Vehicle Servicing and  
Maintenance**Object Code**

260 - Unemployment Compensation

**Allowable Use**16 - Other activities necessary to  
maintain LEA operations and services  
and employ existing LEA staff.**Please describe the expenditures within the account and how they will address a COVID-19 need**

Corresponding Bus Mechanic retention pay unemployment expenses.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$1**Total Expenditures** \$1**Status**

Task Force Review

Line Item ID: 400-3-0095

**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**

Food Service - Social Security

**Account Number**

45 E 3120 220 8000 000

**Function Code**3120 - Food Preparation and  
Dispensing 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**

Corresponding Food service cook retention pay social security expenses.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$219**Total Expenditures** \$219**Status**

Task Force Review

Line Item ID: 400-3-0096

**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**

Food Service - Unemployment

**Account Number**

45 E 3120 260 8000 000

**Function Code**3120 - Food Preparation and  
Dispensing 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**

Corresponding Food service cook retention pay unemployment expenses.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$3**Total Expenditures** \$3**Status**

Task Force Review

Line Item ID: 400-3-0097

**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**

Curriculum Materials - SES

**Account Number**

45 E 2100 320 2000 000

**Function Code**

2100 - Support Services (Students)

**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**

Using the data gleaned from the family, community, student surveys, and focus groups, the district plans to use the funds for curriculum materials and resources. A new Tier 1 standards based math curriculum will be purchased to address math learning loss in the elementary school. An additional Tier 2 reading and math curriculum would be purchased to address the math and reading loss of students who need additional intensive support.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$107,300
<b>Total Expenditures</b>	\$107,300

**Status**

Task Force Review

Line Item ID: 400-3-0098

**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**

Curriculum Materials - SVMS

**Account Number**

45 E 2100 320 5000 000

**Function Code**

2100 - Support Services (Students)

**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**

Using the data gleaned from the family, community, student surveys, and focus groups, the district plans to use the funds for curriculum materials and resources. A new Tier 1 standards based reading curriculum for 5-8 students will be purchased to address reading learning loss.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$91,100
<b>Total Expenditures</b>	\$91,100

**Status**

Task Force Review

Line Item ID: 400-3-0099

**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**

Curriculum Materials - SVHS

**Account Number**

45 E 2100 320 4000 000

**Function Code**

2100 - Support Services (Students)

**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**

Using the data gleaned from the family, community, student surveys, and focus groups, the district plans to use the funds for curriculum materials and resources. A Tier 2 reading curriculum will be purchased to address the reading loss of students who need additional intensive support.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$2,500
<b>Total Expenditures</b>	<u>\$2,500</u>

**Status**

Task Force Review

Line Item ID: 400-3-0100

**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**

MTSS Consulting Services - SVMS

**Account Number**

45 E 2210 300 5000 000

**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**

This request for ESSER III funds is aligned with three of the authorized uses outlined in the KSDE ESSER III guidance. Specifically, this request provides the necessary funding to meet Authorized Uses #3, #10 and #12. In particular, the funds would be used to address the academic learning and social-emotional challenges our students are facing. These three authorized uses speak directly to our observed concerns with our students and the student achievement data we have collected and reviewed over the past two years. Student growth data collected and monitored by the district since 2020 clearly identifies a persistent and concerning trend in a number of important areas.

Student chronic absenteeism has doubled (2018 = 7.3% to 2022 - 16%) and current data being tracked for 2023 by attendance centers indicates this attendance pattern is not going to quickly resolve without targeted interventions and programming. Further, Kansas Communities That Care survey data indicates that our district students report higher levels of depression and suicide ideation compared to overall Kansas levels and that the numbers are increasing year over year. As an example, in our latest survey 4 out of 6 disaggregated groups indicated a "Yes" response to suicide ideation that was higher than the Kansas average.

Another concerning trend is general achievement levels on Kansas Assessments and the ACT. In both cases, we are seeing persistent trends of student achievement levels reversing (flattening out or even regressing) whereas prior to COVID we typically saw slight upward trends of performance. An example is the increase in students performing at Level 1 on the Kansas Math Assessment between testing years of 2019 and 2022 – as a district we have seen a 27% increase in students performing at Level 1. Another example is the district's PreACT scores. All 9th graders participate in this assessment and we have seen an 11% drop in the Composite PreACT score since 2019.

District collaborative teams have identified potential strategies to mitigate and reverse these declining achievement trends. For the purposes of this expenditure request, Smoky Valley Middle School will hire an MTSS (Multi-Tiered System of Support) specialist to provide leadership, technical support, and professional development for administrators, specialists (counselors, Title I, paraeducators, etc), and classroom teachers. The overarching goal is to design and implement an MTSS model to ensure Tier 1, 2 and 3 intervention supports are provided to all students in academics (reading and mathematics, primarily) and mental health/social emotional health. As a small school system, we do not have instructional coaches, support specialists or other specialized assistance; school leaders and the instructional staff need this type of support to effectively develop the structures of MTSS and implement the very specialized interventions necessary to improve the attendance and academic performance of students.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$15,000
<b>Total Expenditures</b>	\$15,000

**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**

MTSS Consulting - SVHS

**Account Number**

45 E 2210 300 4000 000

**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**

This request for ESSER III funds is aligned with three of the authorized uses outlined in the KSDE ESSER III guidance. Specifically, this request provides the necessary funding to meet Authorized Uses #3, #10 and #12. In particular, the funds would be used to address the academic learning and social-emotional challenges our students are facing. These three authorized uses speak directly to our observed concerns with our students and the student achievement data we have collected and reviewed over the past two years. Student growth data collected and monitored by the district since 2020 clearly identifies a persistent and concerning trend in a number of important areas.

Student chronic absenteeism has doubled (2018 = 7.3% to 2022 - 16%) and current data being tracked for 2023 by attendance centers indicates this attendance pattern is not going to quickly resolve without targeted interventions and programming. Further, Kansas Communities That Care survey data indicates that our district students report higher levels of depression and suicide ideation compared to overall Kansas levels and that the numbers are increasing year over year. As an example, in our latest survey 4 out of 6 disaggregated groups indicated a "Yes" response to suicide ideation that was higher than the Kansas average.

Another concerning trend is general achievement levels on Kansas Assessments and the ACT. In both cases, we are seeing persistent trends of student achievement levels reversing (flattening out or even regressing) whereas prior to COVID we typically saw slight upward trends of performance. An example is the increase in students performing at Level 1 on the Kansas Math Assessment between testing years of 2019 and 2022 – as a district we have seen a 27% increase in students performing at Level 1. Another example is the district's PreACT scores. All 9th graders participate in this assessment and we have seen an 11% drop in the Composite PreACT score since 2019.

District collaborative teams have identified potential strategies to mitigate and reverse these declining achievement trends. For the purposes of this expenditure request, Smoky Valley High School will hire an MTSS (Multi-Tiered System of Support) specialist to provide leadership, technical support, and professional development for administrators, specialists (counselors, Title I, paraeducators, etc), and classroom teachers. The overarching goal is to design and implement an MTSS model to ensure Tier 1, 2 and 3 intervention supports are provided to all students in academics (reading and mathematics, primarily) and mental health/social emotional health. As a small school system, we do not have instructional coaches, support specialists or other specialized assistance; school leaders and the instructional staff need this type of support to effectively develop the structures of MTSS and implement the very specialized interventions necessary to improve the attendance and academic performance of students.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$15,000
<b>Total Expenditures</b>	\$15,000

**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**

Instructional Consultant - District Wide

**Account Number**

45 E 2210 300 8000 000

**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**

This request for ESSER III funds is aligned with three of the authorized uses outlined in the KSDE ESSER III guidance. Specifically, this request provides the necessary funding to meet Authorized Uses #3, #10 and #12. In particular, the funds would be used to address the academic learning and social-emotional challenges our students are facing. These three authorized uses speak directly to our observed concerns with our students and the student achievement data we have collected and reviewed over the past two years. Student growth data collected and monitored by the district since 2020 clearly identifies a persistent and concerning trend in a number of important areas.

District collaborative teams have analyzed student growth data and noted a persistent and stubborn reversal of performance across the district since the COVID pandemic. Chronic absenteeism and some general academic performance indicators are all trending negatively. For example, the district's chronic absenteeism rate has doubled since COVID and academic indicators such as Kansas Assessments and ACT assessments are also demonstrating poorer performance as compared to pre-COVID years [greater numbers of Level 1 performance on state assessments, for example].

The purpose of this expenditure is to develop a long-term partnership with a pedagogy expert/consultant who will provide targeted and repeated professional training and support to our PK-12 staff. The goal of the project is to instruct, model and monitor evidence based instructional practices [particularly Hattie Visible Learning strategies] that will develop better student engagement, motivation, and achievement in all district classrooms. The outcome expected is increased daily attendance (lowered chronic absenteeism) and gains in academic performance measured on the state assessments, PreACT, ACT and others. Principals will use walkthroughs and other tools to support teachers as they learn to design lessons that are reflective of Level 3 performance on the state assessments and college readiness benchmarks on the ACT.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$3,600
<b>Total Expenditures</b>	<u>\$3,600</u>

**Status**

Task Force Review





# ESSER III APPLICATION FOR D0403

Status

Task Force Review

## KSDE Application Comments

KSDE has not confirmed the ESEA Evidence level for 20% set aside activities. Each district is responsible for documenting the evidence base and verifying that it meets the Evidence-Based criteria as defined in ESEA. Please retain a link to the evidence that you are basing this on and which tiers of evidence it meets for future monitoring. Please see this link for more details <https://ies.ed.gov/ncee/wwc/essa>

## Current Directory Information

<b><u>District</u></b>	<b><u>Address</u></b>	<b><u>Mail Address</u></b>
Otis-Bison	301 W. Eagle Street, Otis, KS 67565	P.O. Box 227, Otis, KS 675650227
<b><u>Superintendent Name</u></b>	<b><u>Superintendent E-mail Address</u></b>	<b><u>Superintendent Phone Number</u></b>
Brent Kaempfe	kaempfeB@usd403.org	(785) 387-2201

## Authorized Representative of the District Information

<b><u>Name</u></b>	<b><u>Position of Title</u></b>	<b><u>E-mail Address</u></b>	<b><u>Phone Number</u></b>
Brent Kaempfe	Superintendent	kaempfeb@usd403.org	(785) 387-2201
<b><u>Other District Representative 1 - Name</u></b>		<b><u>Other District Representative 1 - E-mail Address</u></b>	
Bonnie Smith		smithb@usd403.org	
<b><u>Other District Representative 2 - Name</u></b>		<b><u>Other District Representative 2 - E-mail Address</u></b>	

## Plan for Safe Return

Please paste a direct link of your school district's safe return plan that is posted on your website.

[https://www.usd403.org/\\_files/ugd/7ac8f9\\_396492d3fc674c6ea09dee1dd42098ae.pdf](https://www.usd403.org/_files/ugd/7ac8f9_396492d3fc674c6ea09dee1dd42098ae.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 pandemic, our district was able to maintain in-person learning full time when schools opened back up, with the exception of a 1-week period when our case load exceeded County Health recommendations. Fortunately, that period was just prior to a major holiday and it gave us an extended time to recover and return to in-person full time. We have had difficulty with staffing and individual student absenteeism for smaller periods of time. Daily attendance rates dropped by a little over 4 percent for long durations in 20-21 and 21-22. Staff absenteeism was 20 percent greater during the peak winter months of those years as well. Improved sanitation, ventilation, masking and spacing were all practiced mitigation during this time and ESSER I and II funds were used for these practices. These practices have continued on during the 22-23 school term and will likely be prevalent indefinitely. We currently have window unit air-conditioning in both of our buildings. Thus, the largest portion of the ESSER III funds will be used to begin replacement of those window units with CDC approved air quality VRF systems. We believe this to be a good first step to replacing old systems and improving air quality for inevitable outbreaks of COVID or other air-borne viruses. The board has completed strategic planning to continue replacing systems with other district funds after this first phase is complete.

# Stakeholder Engagement

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Engaging in Meaningful Consultation with Stakeholders (Please describe the ways you meaningfully consulted with each group listed below as part of the development of the district ESSER III Plan)

## Students

To develop a comprehensive plan for the use of both ESSER II and III funds, USD 403 Board of Education has maintained a sustainable and academic oriented approach to using the funds to provide students and staff the tools to overcome learning loss. Because we are a small district we focused on using the funds to mitigate disease and infection through extra sanitation and air quality. We are also utilizing KDHE pandemic funds for testing. These practices have helped us keep kids and staff in school. For learning loss, the most substantial amount of both ESSER II and III funds are being used in reading instruction, mental health, after school programming and extended learning summer academies. We have engaged students for input in the following ways:

- Teacher classroom conversations with students
- Teacher one-on-one conversations with students who were struggling
- Student Advocate/Mental Health Liaison and At-Risk Coordinator interviews with struggling students and their parents
- Student Surveys. 9 students responded and participated in the survey.
- Conversation with student leaders of student organizations

These common themes emerged from this dialogue:

- Students want to be in school
- Students want school to be as normal as possible (no masks, no social distancing, all the usual activities)

The district considered this stakeholder input, along with the following data:

- Student achievement data (KS Assessment, Local Assessments)
- Student grades
- Student rates of absenteeism
- Teacher observation of student behavior and coping difficulties

This input and data regarding students was used to draft our ESSER plan.

## Families

To develop a comprehensive plan for the use of both ESSER II and III funds, our district used a common-sense approach to engage with parents and families around the critical question: "What do you/your students need to be successful now and after the pandemic?" After implementation of the ESSER II portion of the plan, we were able to ask and listen for stakeholder feedback on current use of funds and how to use them moving forward. The following engagement methods were utilized to engage families:

- Site council meetings / Quarterly meetings
- Parent/Teacher conferences once each semester.
- Student Advocate, At-Risk Coordinator and Mental Health Liaison interviews with struggling students and their parents
- Title I parent survey given on October 21st.
- Individual parent comments shared with board members and educators in our small community while in private settings

These common themes emerged from this dialogue:

- Parents want their kids in school
- Parents do not like remote learning
- Many parents felt that masks and social distancing were causing their children to dislike school / disengage from school
- Want school to be as normal as possible again
- Extra help as soon as students are struggling – they like and are encouraged by the after-school tutoring, activities and Summer Academies
- Communication with them if students are struggling

The above information was used to draft our Comprehensive ESSER plan. The ESSER II & III plans were communicated to parents and shared with site councils and feedback was positive. Additional feedback continued to be gathered to refine the ESSER III portion of the plan and a survey regarding the ESSER III plan was provided to parents to ensure we had not missed any critical need before submitting the plan for approval from KSDE. 71 survey responses were received back.

The families response to our ESSER III survey for how the funds should be spent: SUMMER LEARNING. 16/71 Very Important--24/71 Important---21/71 Somewhat important---10/71 Not important; AFTER SCHOOL TUTORING PROGRAMS. 22/71 Very important---30/71 Important---14/71 Somewhat important---5/71 Not important; ADDITIONAL PERSONNEL AND STAFF FOR ACADEMIC INTERVENTIONS. 28/72 Very important---19/71 Important---17/71 Somewhat Important---7/71 Not important; ADDITIONAL BEHAVIORAL SUPPORT AND INTERVENTIONS. 23/71 Very important---23/71 Important---19/71 Somewhat important---6/71 Not Important; ADDITIONAL INSTRUCTIONAL MATERIALS. 17/71 Very important---34/71 Important---14/71 Somewhat important---6/71 Not important.

### **School and District Administrators including Special Education Administration**

To develop a comprehensive plan for the use of both ESSER II and III funds, administrators met to discuss data and stakeholder response to the critical question: "What do you/your students need to be successful now and after the pandemic?" These same methods provided a feedback loop as the ESSER II portion of the plan was implemented and the ESSER III portion of the plan was finalized. Administration met in the following manner:

- Formal and informal meetings with USD 403 Administration, District Leadership Team and Special Education Administration
- Informal meetings in addition to formal meetings
- Phone calls and meetings with administrators from Barton County Special Education Coop, which serves the districts students with special needs

These common themes emerged from this dialogue:

- Additional staff is needed to monitor student progress to catch those who are struggling and provide "just-in-time" intervention / especially at the MS/HS level
- Over-burdened staff, and yet the need for increased parent communication and data-tracking for better intervention
- Number of student and staff absences – how to reduce air-borne pathogens
- Need for updated HVAC to provide ventilation and filtration that meets CDC guidelines
- Concern for medically fragile students, students – as well as potential for new students who might move in with such needs

The district considered this stakeholder input, along with the following data:

- Age and design of current HVAC system
- Increased staff and student absenteeism data
- Student achievement data

The above information was used to draft our ESSER plan.

## **Teachers, Principals, School leaders, other Educators, School Staff and their Unions**

Teachers, Principals, School leaders, other Educators, School Staff and their Unions

To develop a comprehensive plan for the use of both ESSER II and III funds, our district engaged with teachers around the critical question: "What do you/your students need to be successful now and after the pandemic?" These same methods provided a feedback loop as the ESSER II portion of the plan was implemented and the ESSER III portion of the plan was finalized. The following engagement methods were utilized:

- Monthly faculty meetings
- Informal superintendent meetings with Teacher Association President
- Meetings with Otis-Bison Staff to discuss potential design of an HVAC system and impacts it would have to improve air quality and staff and student health

These common themes emerged from this dialogue:

- Common concerns teachers heard from their conversations from SIT meetings, P/T Conferences, and student conversations
- ESSER II supports are working, especially in relation to the additional staffing of a Reading Specialist – need to ensure students are assessing in a timely fashion
- Absenteeism concerns
- Teacher burnout
- Teacher satisfaction with district's response to the pandemic and plans to move forward with ESSER III plan for use of funds

The district considered this stakeholder input, along with the following data:

- Attendance data
- Student achievement data

\*. Staff surveys (24) responses to survey regarding ESSER III Plan

The above information was used to draft our ESSER plan. Through faculty meetings, the administration is in a state of constant review and refinement of plans to meet staff and student needs.

## **Tribes**

USD 403 has 2 students who identified as Native American at enrollment but they don't have connections to the tribe. These students are all from a single household. To develop a comprehensive plan for the use of both ESSER II and III funds, our district engaged these parents around the critical question: "What do you/your students need to be successful now and after the pandemic?"

- Phone call by Superintendent to parents on December 7th, 2022
- Additionally, these parents had the same opportunities described under "Families"

These common themes emerged from this dialogue:

- A healthy environment for their kids to learn in.
- Continued implementation, growth and sustainability of after school programs and summer academy

The district considered this stakeholder input, along with the following data:

- Attendance and achievement data specific to these 2 Native American students

The above information was used to draft our ESSER plan. These parents also had the opportunity to participate in a survey regarding the ESSER III plan to ensure we had not missed any critical need before submitting the plan for approval from KSDE. (0) survey responses indicating they were from parents of Native American students were received back.

### **Civil Rights Organization including Disability Rights Organizations**

To develop a comprehensive plan for the use of both ESSER II and III funds, our district used a common-sense approach to engage with parents of students who are traditionally "under-served" around the critical question: "What do you/your students need to be successful now and after the pandemic?" Note, these would be students represented by Civil Rights Organizations and Disabilities groups in larger communities, although our community does not have any such organizations nearby. The following engagement methods were utilized:

- IEP meetings
- Parent/Teacher Conferences
- Student Advocate, At-Risk Coordinator and Mental Health Liaison interviews with struggling students and their parents
- Site Council (0 parent of minority students on site council)

These common themes emerged from this dialogue:

- Concerns regarding health of students, especially those with underlying health conditions
- Need to keep students in school
- Desire to perform on grade level

The district considered this stakeholder input, along with the following data:

- Achievement data of minority and students with disabilities
- Absenteeism data from minority and students with disabilities

The above information was used to draft our ESSER plan. Additional feedback continued to be gathered to refine the ESSER III portion of the plan and a survey regarding the ESSER III plan was given to stakeholders to ensure we had not missed any critical need before submitting the plan for approval from KSDE. 14 survey responses indicating they were from respondents with students with special needs were received back.

Additionally, we reached out to the following civil rights organizations in our state/region to seek feedback on our planned supports listed below and requesting additional suggestions to best meet the needs of students as it relates to their civil rights:

- ACLU of Kansas

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:

- \* Reading Specialist and Intervention staff.
- \* Updated Reading and Math Curriculum, including text and digital supports
- \* Student Advocate and Mental Health Liaison to support students and parents

**Stakeholders representing the interests of children with disabilities, English Learners, children experiencing homelessness, children in foster care, migratory students, children who are incarcerated, and other underserved students**

To develop a comprehensive plan for the use of both ESSER II and III funds, our district used a common-sense approach to engage with the groups above (if such students are enrolled in our district) around the critical question: "What do you/your students need to be successful now and after the pandemic?"

Note that USD 403 for the 2021-22 school year did not have any ESL students. In 22-23 (5) students identified as ESL, (1)homeless, (1) Foster Care and (2) migrant. Input regarding students with disabilities was explained in question f above. Input was obtained in the following manner to represent their interests:

- Phone call by the Superintendent to parents on 12-6-22.
- Additionally, these parents had the same opportunities described under "Families"

These common themes emerged from this dialogue:

- Safe and Healthy Schools
- Extra academic and social emotional supports

The district considered this stakeholder input, along with the following data:

- Attendance and achievement data specific to these 2 foster students

The above information was used to draft our ESSER plan. These parents also had the opportunity to participate in a survey regarding the ESSER III plan to ensure we had not missed any critical need before submitting the plan for approval from KSDE. (1) survey responses indicating they were from foster families or children with disabilities were received back. (1) Response from student identified as homeless was received.

### **Provide the public the opportunity to provide input and take such input into account**

To develop a comprehensive plan for the use of both ESSER II and III funds, our district used traditional methods to communicate and interact with patrons in the community regarding their perception of student needs for inclusion in our ESSER plan. That outreach included the following:

- Conversations with County and State Health Officials / area medical providers and district nurses
- Board member interaction with members of the business community and community at-large
- Regular monthly board meetings - The administration and board of education discussed public input received to-date and information it provided regarding student needs as we devised our ESSER III plans. Our response to the pandemic was the topic of multiple board of education meetings. The board of education meets monthly and ESSER plans were shared with the board and public at the 12-12-22 meeting, as well as during strategic planning and multiple other board meetings during open session. Feedback received was favorable. The district will continue to monitor the needs of our students as the pandemic continues to evolve and will submit changes to our plans as necessary to meet the needs of our students.

These common themes emerged from this dialogue:

- Impact of air quality on disease transmission and student/staff health
- Mental health strains on students and families caused by pandemic
- Need to keep students in school and academic recovery due to learning loss

The above information was used to draft our ESSER plan. The ESSER II and III plans were communicated to parents as school began and feedback was positive. Additional feedback continued to be gathered to refine the ESSER III portion of the plan and a survey link regarding the ESSER III plan was placed on the district web page to ensure we had not missed any critical need before submitting the plan for approval from KSDE.

### **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.**

After students returned to school in August 2020, assessment results showed learning loss caused by the COVID disruption in spring 2020. Graduation rates were not affected. State assessment comparisons for all grade levels and all assessment areas. 2021: Level 1-2.94%, Level 2-55.88%, Level 3-23.52%, Level 4-17.64%. 2022 comparable scores: Level 1-16.21, Level 2-29.72, Level 3-35.13, Level 4-18.91. ACT average composite scores increased slightly, but remain below state and national averages.

COVID-19 has caused increased absenteeism in the district, most notably at the HS/MS. The HS/MS ADA was down about 3.5 percent in 21-22. Staff absences due to illness increased, especially over the winter months. Overall, approximately 15 percent more staff absences due to illness. This includes all certified and classified staff.

**How the LEA will use the funds it reserves under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year? (Provide specific references to evidence-based interventions that meet one of the four tiers of evidence, as defined in Sec. 8101(21) of ESEA)**

To address the unique learning struggles of each of our students caused by the pandemic, we will use ESSER III funds to partially fund (2) positions to ensure that all students receive individualized monitoring of their academic, social, and emotional needs and timely intervention through the appropriate research-based programs.

1. PreK-5 Reading Specialist and Intervention Coach
2. PreK-12 Student Advocate and Mental Health Liaison
3. Evidence-Based Programs to be utilized as part of this plan include the following (programs and assessments are being paid through non-ESSER funds)
  - Fastbridge and New Houghton Mifflin Curriculum.
  - Support and Collaboration with High Plains Mental Health
  - \*. Using Kansas Enrichment Network guidance to build and sustain after school and extended learning programs

**How the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act?**

After the 20% set-aside has been spent as described above, the remaining funds will be spend on the air quality improvement project for Otis-Bison Elementary located in Otis, KS. The funds will purchase a VRF(Variable Refrigerant Flow) heating and cooling system for Phase (1) of a (9) Phase Project. It is a Trane/Mitsubishi system using multiple 36,000 BTU/H Hyper-Heating Universal Outdoor Units. This system will meet or exceed all CDC air quality recommendations. Current heating and cooling is through boiler/fans and window AC units.

**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 USD 403 Board of Education, Administration and staff will monitor student data to ensure that the interventions are being successful. Data used for formative and summative evaluation will include KS assessments, ACT, Work Keys & FastBridge, as well as KCTC attendance and discipline data.



## Allocations

	Direct Allocation	True Up Allocation	Total Allocation		20% Minimum
ESSER III Allocations	\$509,412	\$0	\$509,412	ESSER III Allocations	\$101,883
Approved Total	\$0	\$0	\$0	Approved Total	\$0
Amount Left	\$509,412	\$0	\$509,412	Amount Still Needed	\$101,883
In Review Total	\$109,412	\$0	\$109,412	In Review Total	\$109,412
Amount Left	\$400,000	\$0	\$400,000	Amount Still Needed	\$0

## Line Items

ID	Allocation Type	Learning Loss	Function Code	Object Code	Allowable Use	Total Expenditures	Status
403-3-0003	Direct	True	1000	115	12	\$31,883	Task Force Review
403-3-0004	Direct	True	1000	120	11B	\$7,529	Task Force Review
403-3-0005	Direct	True	1000	110	12	\$70,000	Task Force Review

## Line Item Details

Line Item ID: 403-3-0003

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III ES After School / Summer Academy

**Account Number**

86-1000-117-04

**Function Code**

1000 - Instruction

**Object Code**

115 - Temporary Certified Substitutes' Salaries for Certified Staff

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Funds to continue what has been a very well received after school program with academic support, academic and social emotional activities as well as increased parent involvement. We currently run this program in four or five week increments each quarter. We have after school tutoring 2 days per week from 3:30 to 5:15P.M.. We have educational activities that vary, depending on the quarter, but typically 2 or 3 days per week from 3:30 to 5:15 P.M.. The majority of the funds will be used for salaries for certified staff. We will also use some of the money for supplies and curriculum. Ex. STEM Activities, Robotics Programs, Art Supplies, Music books for piano and guitar lessons, etc...

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$31,883**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$31,883**Status**

Task Force Review

**Line Item Comment from KSDE**

Per phone call: \$25,506.50 will be used for teacher salaries and rest will be used for supplies.

Line Item ID: 403-3-0004

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III Classified After School

**Account Number**

86-1000-120-00

**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**

Classified Salaries for After School Programming. We currently run this program in four or five week increments each quarter. We have after school tutoring 2 days per week from 3:30 to 5:15P.M.. We have educational activities that vary, depending on the quarter, but typically 2 or 3 days per week from 3:30 to 5:15 P.M..

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$7,529**Total Expenditures** \$7,529**Status**

Task Force Review

Line Item ID: 403-3-0005

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Certified Salary With KPERS

**Account Number**

86-1000-111-00

**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**

We will use this Set Aside amount for continued staffing of a Reading Specialist and Mental Health Liaison / Student Advocate. \$50,000 for the Reading Specialist Salary and \$20,000 for the MHL / SA. This will be just for the 2023-24 school year. The reading specialist is used to facilitate reading interventions for Prek-5th Grade. The Student Advocate is used to help facilitate interventions and academic support for students grades 6-12.

**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** \$70,000**Status**

Task Force Review

**Line Item Comment from KSDE**

As per district: This is a reaction to the reading regression caused by school closure.



# ESSER III APPLICATION FOR D0410

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>
Durham-Hillsboro-Lehigh	416 S. Date Street, Hillsboro, KS 670631698	416 S. Date Street, Hillsboro, KS 670631698
<u>Superintendent Name</u>	<u>Superintendent E-mail Address</u>	<u>Superintendent Phone Number</u>
Clint Corby	clint.corby@usd410.net	(620) 947-3184

## Authorized Representative of the District Information

<u>Name</u>	<u>Position of Title</u>	<u>E-mail Address</u>	<u>Phone Number</u>
Clint Corby	Superintendent	clint.coorby@usd410.net	(620) 947-3184

## 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.usd410.net/page/covid-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?**

Purchase of new Windows-

The ability to open windows allows for improved ventilation and helps reduce virus particles from spreading. These repairs and improvements help Hillsboro middle high school reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.

## Stakeholder Engagement

Engaging in Meaningful Consultation with Stakeholders (Please describe the ways you meaningfully consulted with each group listed below as part of the development of the district ESSER III Plan)

**Students**

Students were surveyed about needs that need to be addressed. There was also meetings with student council to have discussions about the needs.

96 Student surveys were received, Providing additional technology, facility upgrades and after school tutoring , Were th top three areas however mant of the other areas were very close.

This was the survey used for all stakeholders.[https://docs.google.com/forms/d/e/1FAIpQLSeBbWGc975gUGIVjMgEjilXeEltLsmHouGfJm3TIOKwRFYzUA/viewform?usp=sf\\_link](https://docs.google.com/forms/d/e/1FAIpQLSeBbWGc975gUGIVjMgEjilXeEltLsmHouGfJm3TIOKwRFYzUA/viewform?usp=sf_link)

## **Families**

Families were surveyed about about he needs that can be addressed with ESSER III funding. Additionally results were shared with the site councils and shared their thoughts on the results.

150 Family members responded to the survey

These are the results of the entire survey for all stakeholders.

133- Expanded Social and Emotional learning and mental Health Services

107- Thought Additional Behavior Support

105- Facility Upgrades

101- Thought Additional Personnel

72- Additional Extra Curricular Activities

69- Additional Instructional materials

68- After School Tutoring

61- Summer Learning Opportunities

## **School and District Administrators including Special Education Administration**

School administrators were were surveyed and revied survey results and had discussion on the prioritizing the needs.

The survey was discussed at a special education meeting. When we asked what they thought the money should be spent on the director shared that she did not know the districts well enough to answer the question. When we shared our ideas of ways it should be spent she thought it was appropriate.

## **Teachers, Principals, School leaders, other Educators, School Staff and their Unions**

Teachers were included in the survey that went out and the results of the survey was also shared with them. There has been a high level of engagement from the teachers union as well.

We had meetings to talk about needs. There have been multiple conversations with the union rep about how and where ESSER money can be spent. Conversations were add during negotiations as they felt the money should be used for raises, we explained to them that would not be an option as it is only there for a few years. After that they supported facility improvements and any other needs the district had.

## **Tribes**

We do not have any tribes represented in marion county. We do have 2 families who list native american as their ethnicity. We directly reached out to them and had conversations about what they saw as needs for the school. They also replied to the ESSER III funding survey.

After School Tutoring summer learning programs and additional personnel and professional development were at the top three items listed.

## **Civil Rights Organization including Disability Rights Organizations**

The survey was shared with the Kansas Disability Rights office although they sent an email saying they completed I can not see the results.

### **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 ESSER III funding survey was shared with all stakeholders which includes each of these groups, however we do not currently have any students who are considered migrant or homeless.

16 families with students of disabilities responded and  
2 families with of ELL students responded families of ELL students responded

After School Tutoring and Summer Programs were at the top of the list for those two stakeholder groups .

Homeless-0 Responses (No Students at USD 410 were homeless at the time of survey)  
Foster Care-0 Responses (No Students at USD 410 were in foster care at the time of survey)  
Migratory- 0 Responses (No Student at USD 410 are migratory)  
Incarcerated students- 0 Responses (No student at USD 410 were incarcerated at the time of survey)

### **Provide the public the opportunity to provide input and take such input into account**

Feedback was received from various community groups such as Kiwanis and the Chamber of Commerce. They felt facility upgrades would be a good use of the funds. 22 people provided input.

In talking with the site council representatives of both buildings they were in favor of improvements to the buildings that would allow the schools to safely continue school.

### **Use of Funds for Learning Loss Set Aside and The Rest of The Allocation**

**Please briefly describe the impacts of COVID-19 on the district and its Pre-K through 12 students, including any relevant data where possible (e.g., cost impact, learning loss, emotional impact on students). If there has been a disproportionate impact on a special population in the district (e.g., students with disabilities, English Learners, students in foster care, students in poverty, etc.), please describe the impact and provide the number of Pre-K through 12 students in that population.**

The number of students receiving at risk services has increased from 15% increase since 2019. Covid took a major hit to our families. This number alone shows the needs to ensure that our students are given. We need to ensure that our curricular resources and basic infrastructures are in place to meet the needs of our most vulnerable populations. 155 students were at risk last school year. Previously our numbers were around the 130-135 range.

One area in which we have dropped in is the area of social studies at the elementary level. When kids returned to school it is something that got put on the back burner as we do not have a curriculum for. Our GPA has dropped six percent of 4th and 5th grade students' GPA have dropped since before Covid.

In the area of science Our ACT scores have dropped in the area of science, English and Math. While it is not a significant decrease, it is the first decrease in act scores we have had over an extended period of time in the past 10 years

**How the LEA will use the funds it reserves under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year? (Provide specific references to evidence-based interventions that meet one of the four tiers of evidence, as defined in Sec. 8101(21) of ESEA)**

One study shows that first graders who attend summer school perform 0.75 of a standard deviation better than peers who did not. We have continued to see a positive impact on our students locally as well. We plan to have several summer offerings for students to be able to participate in.

**How the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act?**

The ESSER III dollars will be spent in the areas of summer school/after school programs and research based curriculum for title students, new windows for the high school

**How the LEA will ensure that the interventions it implements, including but not limited to the interventions under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time, will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students disproportionately impacted by the COVID-19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students.**

We will continue to monitor the data of our hardest hit populations. Even though it has only been a short time we have already seen some growth and we are confident that with the resources requested we will make more gains in a shorter amount of time. We are progress monitoring weekly for students who are not at grade level and monthly for those students who are at grade level. While we have done progress monitoring we have doubled the amount of progress monitoring we are doing to help avoid students slipping through the cracks to recover from the Covid Loss of learning as quickly as possible.



## Allocations

	Direct Allocation	True Up Allocation	Total Allocation		20% Minimum
ESSER III Allocations	\$572,232	\$0	\$572,232	ESSER III Allocations	\$114,447
Approved Total	\$0	\$0	\$0	Approved Total	\$0
Amount Left	\$572,232	\$0	\$572,232	Amount Still Needed	\$114,447
In Review Total	\$465,987	\$0	\$465,987	In Review Total	\$8,206
Amount Left	\$106,245	\$0	\$106,245	Amount Still Needed	\$106,241

## Line Items

ID	Allocation Type	Learning Loss	Function Code	Object Code	Allowable Use	Total Expenditures	Status
410-3-0001	Direct	True	1000	110	11A	\$6,944	Task Force Review
410-3-0002	Direct	True	1000	220	11A	\$531	Task Force Review
410-3-0003	Direct	True	1000	260	11A	\$7	Task Force Review
410-3-0004	Direct	True	1000	270	11A	\$24	Task Force Review
410-3-0005	Direct	True	1000	610	11A	\$700	Task Force Review
410-3-0006	Direct	False	4700	450	13	\$457,781	Task Force Review

## Line Item Details

Line Item ID: 410-3-0001

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Teacher Salaries

**Account Number**

48 E 1000 110 0000 000

**Function Code**

1000 - Instruction

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

We plan to have several summer offerings for students to be able to participate in. This will allow students in need additional opportunities. (Wages).

Two teachers at the elementary do a Titanic themed camp for 5 days. It will be an opportunity for for incoming 3rd graders, to do multiple activities involving reading math and science wrapped around a unit about the Titanic.

At the middle school we have two more 5 day camps. One camp is Chopped which uses cooking as the method for students to engage in technical reading.

Another opportunity we will provide is STEM camp. There will be a new stem related project each day of the camp for students to complete.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$6,944
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$6,944</u>

**Status**

Task Force Review

Line Item ID: 410-3-0002

**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**

Tchr/Aide FICA tax

**Account Number**

48 E 1000 220 0000 000

**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**

We plan to have several summer offerings for students to be able to participate in. This will allow students in need additional opportunities. (FICA tax).

<b>Budgeted Expenditures in SFY 2021</b>	\$0
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<b>Budgeted Expenditures in SFY 2022</b>	\$0
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<b>Budgeted Expenditures in SFY 2023</b>	\$531
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<b>Budgeted Expenditures in SFY 2024</b>	\$0
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<b>Total Expenditures</b>	\$531
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**Status**

Task Force Review

Line Item ID: 410-3-0003

**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**

Tchr/Aide Unempl Tax

**Account Number**

48 E 1000 260 0000 000

**Function Code**

1000 - Instruction

**Object Code**

260 - Unemployment Compensation

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

We plan to have several summer offerings for students to be able to participate in. This will allow students in need additional opportunities. (Unemployment tax).

<b>Budgeted Expenditures in SFY 2021</b>	\$0
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<b>Budgeted Expenditures in SFY 2022</b>	\$0
--	-----

<b>Budgeted Expenditures in SFY 2023</b>	\$7
--	-----

<b>Budgeted Expenditures in SFY 2024</b>	\$0
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<b>Total Expenditures</b>	\$7
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**Status**

Task Force Review

Line Item ID: 410-3-0004

**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**

Tchr/Aide Wk Comp Ins

**Account Number**

48 E 1000 270 0000 000

**Function Code**

1000 - Instruction

**Object Code**

270 - Worker's Compensation

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

We plan to have several summer offerings for students to be able to participate in. This will allow students in need additional opportunities. (Workers Comp Insurance).

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$24
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$24</u>

**Status**

Task Force Review

Line Item ID: 410-3-0005

**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**

Dist Instructional Supplies

**Account Number**

48 E 1000 610 0000 000

**Function Code**

1000 - Instruction

**Object Code**

610 - General Supplies and Materials

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

We plan to have several summer offerings for students to be able to participate in. This will allow students in need additional opportunities. (Supplies).

Duct Tape

Aluminum Foil

Paper

Paper Clips

Toothpicks

Straws

Robberbands

Baloons

Marbles

Groceries/Food (For Chopped/ and Titantic Camp) The food is tied directly to the lesson. Most of the costs are related to groceriecs for Chopped Camp.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
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<b>Budgeted Expenditures in SFY 2022</b>	\$0
--	-----

<b>Budgeted Expenditures in SFY 2023</b>	\$700
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<b>Budgeted Expenditures in SFY 2024</b>	\$0
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<b>Total Expenditures</b>	<u>\$700</u>
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**Status**

Task Force Review

Line Item ID: 410-3-0006

**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**

Building Improvements

**Account Number**

48 E 4700 450 0100 000

**Function Code**

4700 - Building Improvements

**Object Code**

450 - Construction Services (Outside Contractors)

**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**

New windows will be added to the high school so that better ventilation is possible. The ability open winows allows for improved ventilation and helps reduce virus particles from spreading.

The project qualifies under allowable use 13 " School Facility Repairsand improvements Constructions dearings and specificacoiosn will be provided for competetive bidding as required by the state of Kansas. The total cost of the window project is \$505,525. The other part of the money has been requested from ESSER II funds.

The project has been approved by the historical society and also the local building inspector and will will be compliant with section 102 of the National Environmental Policy Act.

Architect cost on construction managment costs will be paid for by local USD 410 funds.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$457,781
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$457,781</u>

**Status**

Task Force Review

**Line Item Comment from KSDE**

Allowable if meets CDC guidelines.

# ESSER III APPLICATION FOR D0411

**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>
Goessel	500 E. Main, GOESSEL, KS 67053	PO Box 68, Goessel, KS 67053
<u>Superintendent Name</u>	<u>Superintendent E-mail Address</u>	<u>Superintendent Phone Number</u>
Mark Crawford	crawfordm@usd411.org	(620) 367-4601

## Authorized Representative of the District Information

<u>Name</u>	<u>Position of Title</u>	<u>E-mail Address</u>	<u>Phone Number</u>
Mark Kevin Crawford	elementary principal/superintendent	markkcrawford@gmail.com	(620) 428-5441

## 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.usd411.org/vnews/display.v/ART/638f5ec07860a>

## 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 want to use ESSER 3 funds in part to continue funding the salary for our district school nurse. This position was not in existence prior to COVID. The school year of 2020-21 was Nurse Libby's first year at USD 411. This position now is essential even as we hope to put the pandemic behind us. Nurse Libby Schrag works with the USD 411 Admin Team and the Board of Education to ensure we have up to date health policies, immunization guidelines, and an efficient "test to know" program in each attendance center.

## 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 strength of a small district is a highly personalized experience. While we do not have robust department-level resources for each KSDE areas of mandatory reporting, the administration and staff of Goessel Schools is highly connected with all our students. We know them individually, we know their stories and we make time to listen and support them.

This past summer (July 2022) I filmed an ESSER 3 information video that all USD 411 students had access to. I encouraged secondary students to take our ESSER 3 stakeholder survey that was posted on our district web-site in late July 2022. The video informed all stakeholders about the survey. The response rate on the summer 2022 survey that also went to students was minimal. I believe 2-3 students participated. Their responses were not differentiated in the survey.

I met with both the GJH and GHS Student Council in December of 2022. The purpose of this time was to listen to their thoughts on topics such as "learning loss," validity of state assessment scores, levels of student support by building, and other topics. Since we are a small district of 300 students, I know most all the students by name. When I met with the students in person they talked about the lack of academic supports once students leave the elementary. Beginning in 6th grade (Jr. High) they felt there were no extra, Title One like supports during the school day. This was a clear theme shared by all stakeholders in our survey. Due to this qualitative data and our desire to meet this student need, our KESA District Team has developed plans in this area for a 6th - 8th grade. Several Board of Education motions will be voted on at our April 17, 2023 BOE meeting. These motions include additional interventionist positions/shifts in personnel for 2023-24. We are also planning shifting the job description of our Title One coordinator to include duties as a K-8 Intervention Coordinator position.

Our KESA Team and BOE like the idea of a follow-up survey to these same ESSER 3 questions from the summer of 2022. Considering these student voices is vital as we consider our annual "building needs assessment" for budget considerations.

Finally, I eat lunch several times a month with different Junior High Students in their lunchroom. This is a highlight of my Wednesday schedule. The purpose of this informal time is to connect with different students. It is not an intentional time to discussion curriculum and instruction; however, sometimes those conversations come up as we talk about their grades, their plan of study, future careers, etc.

## **Families**

Both of our attendance centers have Site Councils that meet annually. As an elementary principal, I also meet with my PTO quarterly. These groups have discussed many of the "redesign," ideas that our District KESA team is putting forward in regards to ESSER 3 and At-Risk funding to address "learning loss." Our parents interact a lot with Nurse Libby and they see her position as vital to our smooth and effective school operations. A total of 21 parents participated in our ESSER 3 anonymous survey.

## **School and District Administrators including Special Education Administration**



My USD 411 administrative team is made up of my JH/HS principal, Scott Boden and my K-12 counselor, Janna Duerksen. We are a small but powerful team. Our expanded admin team includes Nurse Libby and my finance manager/BOE clerk, Joni Smith. We have used our ESSER funds in a MOU/partnership with Prairie View Behavioral Services. The therapists and case managers from Prairie View collaborate weekly with our Special Education social workers. Our USD admin team decided to join Greenbush this school year (\$7,000 membership) to access their SEL/behavioral expertise. I am very active in writing behavior plans with students PreK-5th grade who are struggling with Social Emotional Growth and Behaviors. The expertise and collegial teamwork from all these individual has been powerful. In 30 plus years of being in public education, I've never been at a district where an outside mental health partnership was such a significant component. It dovetails with Special Education and each building-level SIT/General Education Intervention (GEI) Team to foster student success.

The most challenging and unique pandemic hurdles we have faced have been executive function (EF) deficits in children. These EF deficits manifest themselves in trauma/dysregulated behaviors. These children need personalized interventions to empower and build a growth mindset and be willing to approach significant academic challenges. Unfortunately, student meltdowns and struggles with the normal transitions and daily disappointments are very common in certain students. In some kids we see working memory issues, and they struggle to engage with any academic task. Without the ongoing support of Special Education, Prairie View, administration, and our SIT/GEI problem solving teams, we could not reach some kids with our academic programs and grade level rigor. When a kid regularly experiences fight/flight/freeze behaviors, academics have to initially take a back seat. We have had some real success stories with this "whole child," diverse partnership approach. We would love to share those stories. In the small town of Goessel, some families have had traumatic experiences and our collaborative approach is successfully getting these kids back into a healthy state of normal development. Without this money however, this approach is not sustainable.

Dr. Bob Diepenbrock is the new interim director for our Special Education Cooperative, MCSEC. He is doing an excellent job in his new role. I spoke with Bob and Jeremy Gooch in the summer of 2022 about how we could possibly access some MCSEC TIPS grant funding to supplement the cost of needed training and consultation. They could not help us but I did get USD 411 Board approval to join a second service center to access the Greenbush consortium and their behavioral consultant and GEI/Child Find improvement services. For USD 411 to have to fund the base cost of \$7,000 to join Greenbush is frustrating. Our MCSEC assessment (i.e. - annual cost) has been increasing by 11% for the last two school years. During an August 2022, MCSEC superintendent's meeting, one of our discussion items was ESSER 3 funding. During this discussion, Dr. Bob gave us little to no guidance as to how districts could help the identified special education students. I shared with the group the Goessel plan to improve our Student Improvement/GEI team. This is the problem solving team that helps students find success in either academics and/or behaviorally.

**Teachers, Principals, School leaders, other Educators, School Staff and their Unions**

This is my second year as elementary principal/superintendent of schools. We are a tight knit and small school district. Like most small districts, we are change averse. The "redesign" components that our KESA District Team is helping me facilitate has been significant. Last year, this KESA team came together to successfully lead us through Year 5 of the KESA Accreditation process. Since last spring, we have continued to meet regularly to address areas of relative weaknesses within our district. The additional ESSER and At-risk funding we have is a spring board to gain the support we need to make some lasting changes at USD 411. We are at a critical juncture as this is not an easy task. I am engaged in the middle of this important work each and every day at school. I love an empowered and collaborative team process. All of the USD 411 certified staff are inextricably linked and engaged in this journey. Our Meet and Confer team is a key partner in this process.

All our employees care deeply about Goessel Schools. Their default many times is to protect tradition and the status quo. Due to this "change averse" nature of our school employees, I've leaned very heavily on our KESA Team to drive the needed shifts. We have also embraced aspects of HB 2567 as a legislative spotlight on areas where USD 411 needs to align with evidence and research based practices. I cannot even begin to talk about all the emails, the numerous conversations about needed shifts in 3-4 certified district positions. The ripple affects and unknowns make people nervous. Our Meet and Confer team has been a supporter of this work. I have meet with them twice this semester.

To this end, I have also met with our "Meet and Confer," cadre of teachers. They are our certified group of negotiators. They are the closest thing we have to a teacher's union. They are in full support of the processes we are mapping out for Goessel Schools.

We have found the classified staff to be the most "anxious" group in regard to district improvement and "redesign." I have begun a monthly Wednesday after school "Tea Time" to meet with them in my building. The informal nature of these meetings provides a kind of Q and A discussion time.

From the results of the summer 2022 survey:

survey prompt - Please check all that you would like considered (ESSER 3 money)

Additional personnel & staff support for academic interventions (28 or 70%)

Expand social & emotional learning and mental health services (22 or 55%)

Additional behavioral supports & interventions (20 or 50%)

After school tutoring programs (20 or 50%)

Offer more teacher prof. development to support teacher growth (17 or 42.5%)

Summer learning programs (14 or 35%)

## **Tribes**

Our Admin Team and Board of Education has helped me identify Native Americans within our district. No tribes have been identified. However, I am happy to report we have one elementary student who is a proud member of the Blackfoot Nation, native to Montana. He does not live with his biological parents. His adoptive father is very active on one of our district advisor groups; therefore, this new family unit is very aware of how these ESSER monies intend to be spent and they are supportive. This young student with Blackfoot roots will experience an enhanced trajectory in life as these monies will serve his academic and social emotional needs.

## **Civil Rights Organization including Disability Rights Organizations**

In December 2022, I contacted the ACLU office out of Wichita. I also sent them an email.

## **Stakeholders representing the interests of children with disabilities, English Learners, children experiencing homelessness, children in foster care, migratory students, children who are incarcerated, and other underserved students**

Our district partners with some significant organizations all who share our vision for student success. These organizations include DCF, Parents as Teachers, our local law enforcement, area churches, and FACT. FACT is a Marion County based group, Families and Communities Together. They provide support for families in poverty, drug education and various community resources.

Children with Disabilities: The only responses here have been in person. One family who has a Down's Syndrome student is an advocate of ensuring their child would continue to be mainstreamed in upper grades.

English Language Learners: We have very few ELL families. One particular family though did share a desire for more translation opportunities. We struggle to have access to Spanish speaking translators. We try to avoid using older siblings from the family. Our responsiveness in this area is a partnership with a Mexican-American college student whom we pay to join us for some parent/teacher conferences. This has been a success in several sessions this school year.

Homelessness: In the past few years, we have no children facing homelessness.

Foster Care: As elementary principal, I work directly with a family who takes on foster students. In early December, we got word we would be getting three new students from a emergency placement. The children were rescued out of a meth home and placed in a Goessel foster home just days before Christmas. As a district representative, I contacted the sending elementary school counselor and purchased gifts for each child. I was able to deliver them to the home and meet the children on December 24th. This was simply a way to build a connection with the new students and also the family. This is a family who biological children were home school children and they had no contact with our district. This is the only current foster family at USD 411.

Migratory students and incarcerated students: We currently have no migratory and/or incarcerated students at USD 411.

Underserved students: Our district nurse, Nurse Libby and both my JH/HS principal and both reach out to families

### **Provide the public the opportunity to provide input and take such input into account**

My July 2022 Facebook video had a significant reach within our community. In this video I identified the amount of ESSER 3 monies, how we have used these monies in the past and I invited them to participate in a survey. The survey located on our district website had just over 40 respondents. The results of the survey were made public this fall. Our KESA team and each faculty discussed the survey results as did our 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.**

More students are coming to us that are not Kindergarten ready, despite the fact we have greatly expanded our Pre-school program and our families are traditionally strong and well connected to the community. We currently have just over 70 students total who qualify for "free" lunches. We identify our "at-risk" population using a number of screeners. This includes AIMSweb academic screeners (K-5th), NWEA/Maps screener (6th-12th), and KCTC surveys. Last year we also monitored Panorama survey data; however, we dropped Panorama this year for a pilot of Terrace Metrics.

The impact of COVID-19 has been multi-faceted in USD 411. Our reading scores as measured by the state assessments have declined 1st - 4th grade. Also, our math scores have dropped significantly 2nd-10th grade. The impact of our students living at or below the poverty line has been negatively affected the most. Our district's focus on being trauma-informed and our Resiliency trained team has worked hard to off-set the negative impact of the pandemic; however, some students have shown executive function challenges. This has manifested itself in more students Pre K - 4th grade with higher emotional regulation needs. More students have required behavior plans and daily one on one support. This has kept our admin team, counselor, social workers and Prairie View employees all busy. These collaborative efforts and daily/weekly personal contacts have been in place for up to 30 students out of an overall population of 315.

**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 allotment of \$197,000 is earmarked for the following. Continue using this federal money to pay our district nurse salary, continue to pay the MOU with Prairie View mental health services. If that is approved for this school year and the 2023-24 school year, then we will have roughly \$61,000 left. We are shifting the job description of 3-4 employees and want to hire a minimum of two more academic interventionist. Our KESA District Team has been researching best practice implementation of a K-12 tiered, intervention program. This will be completely new at the JH/HS. The targeted interventions will become more robust and intentional K-5th grade. We want to hire a district interventionist to provide the data, the resources, the training and support for math and ELA interventionist at each building. We may add Fastbridge to help us quadrant sort for our tiered groups at the secondary level. We currently use AIMSweb K-5th grade as our screener and to quadrant sort ability groupings in math and reading.

One shift is to move one of our HS teachers to take on some of the counselor's work load related to CTE pathways and Individual Plans of Study. We have a strong CTE program for a 1A school; however, our sole counselor has an impossible work load. Our plan is to use the remaining ESSER monies for the new positions and/or evidence based programs that work directly with tier 2 and 3 "at-risk" students.

**How the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act?**

Will we honor all aspects of the ARP law.

**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 Admin Team is highly aligned with the research and best practices of instructional pedagogy. Our staff is excited about a more robust system of tiered interventions for academic and SEL. We know what the literature says regarding the new dyslexia laws and guidance. We are familiar with all our sub-groups of our students. We know them and their families by name. Our interventions are going to be personalized and will lead to relevancy and rigor. We will continue to use our Early Release days for professional development that is timely, engaging and connected with evidence/research-based practices. Our KESA process includes SMART goals in all these areas.

We are partnering with ESSDACK, Greenbush, Prairie View, Marion County Special Education Cooperative and KSDE to honor all state and federal laws and guidance. The labels mentioned above, i.e. - homeless, migratory, low income, disabled, and/or students of color are important, yet, we are intentionally color blind. Our innovative vision empowers us to see each and every kid not by their federal or state label. We see them as future leaders. We are partnering with each family to assist these students to identify and chart their future by acquiring specific academic and real world skills. This partnership and vision empowers a trajectory for our students to be the next George Washington Carver, William Allen White, and/or Amelia Earhart. We believe that in this new redesigned USD 411 system, Kansans Can continue to lead the world.

## Allocations

	Direct Allocation	True Up Allocation	Total Allocation		20% Minimum
ESSER III Allocations	\$197,955	\$0	\$197,955	ESSER III Allocations	\$39,591
Approved Total	\$0	\$0	\$0	Approved Total	\$0
Amount Left	\$197,955	\$0	\$197,955	Amount Still Needed	\$39,591
In Review Total	\$118,283	\$0	\$118,283	In Review Total	\$0
Amount Left	\$79,672	\$0	\$79,672	Amount Still Needed	\$39,591

## Line Items

ID	Allocation Type	Learning Loss	Function Code	Object Code	Allowable Use	Total Expenditures	Status
411-3-0001	Direct	False	2120	300	10	\$13,932	Task Force Review
411-3-0002	Direct	False	2120	120	2	\$44,323	Task Force Review
411-3-0003	Direct	False	2120	300	10	\$13,932	Task Force Review
411-3-0004	Direct	False	2120	120	2	\$46,096	Task Force Review

## Line Item Details

Line Item ID: 411-3-0001

### 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

4452120300

### Account Number

4452120300

### Function Code

2120 - Guidance 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**

Contracted with local mental health hospital to provide additional support for our students if needed due to the stress of Covid. This cost will cover one month of those services that include access to a Clinical Therapist and a Case Manager through Prairieview. 2022-2023

**Budgeted Expenditures in SFY 2021** \$0

**Budgeted Expenditures in SFY 2022** \$0

**Budgeted Expenditures in SFY 2023** \$13,932

**Budgeted Expenditures in SFY 2024** \$0

**Total Expenditures** \$13,932

### Status

Task Force Review

Line Item ID: 411-3-0002

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name****Account Number**

4452120120

**Function Code**

2120 - Guidance 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**

Nurse hired to help with illness and contract tracing in when we had Covid cases 2022-2023

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$44,323**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$44,323**Status**

Task Force Review

Line Item ID: 411-3-0003

**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**

Professional Services

**Account Number**

4452120300

**Function Code**

2120 - Guidance 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**

Contracted with local mental health hospital to provide additional support for our students if needed due to the stress of Covid. This cost will cover one month of those services that include access to a Clinical Therapist and a Case Manager through Prairieview. 2023-2024

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$13,932**Total Expenditures** \$13,932**Status**

Task Force Review

Line Item ID: 411-3-0004

**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**

Professional Services

**Account Number**

4452120120

**Function Code**

2120 - Guidance 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**

Nurse hired to help with illness and contract tracing in when we had Covid cases 2023-2024

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$46,096**Total Expenditures** \$46,096**Status**

Task Force Review



# ESSER III APPLICATION FOR D0421

**Status**

Task Force Review

## KSDE Application Comments

KSDE has not confirmed the ESEA Evidence level for 20% set aside activities. Each district is responsible for documenting the evidence base and verifying that it meets the Evidence-Based criteria as defined in ESEA. Please retain a link to the evidence that you are basing this on and which tiers of evidence it meets for future monitoring. Please see this link for more details <https://ies.ed.gov/ncee/wwc/essa>

## Current Directory Information

<b><u>District</u></b>	<b><u>Address</u></b>	<b><u>Mail Address</u></b>
Lyndon	421 East 6th St, Lyndon, KS 664510488	PO Box 488, Lyndon, KS 664510488
<b><u>Superintendent Name</u></b>	<b><u>Superintendent E-mail Address</u></b>	<b><u>Superintendent Phone Number</u></b>
Brad Marcotte	marcotteb@usd421.org	(785) 828-4413

## Authorized Representative of the District Information

<b><u>Name</u></b>	<b><u>Position of Title</u></b>	<b><u>E-mail Address</u></b>	<b><u>Phone Number</u></b>
Brad Marcotte	Superintendent	marcotteb@usd421.org	(785) 828-4413

## 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.usd421.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 worked 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 during the pandemic by following this guidance and we will continue to do so. Weekly, the six districts that make up the Three Lakes COOP met and discussed protocols as a group. 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 III plan and to receive the feedback.. USD 421 also gave a survey to the students to get their input on items from school safety with the virus to academic learning loss. We did this in the fall of 2021. We had 92 percent of the 6-12 students report that they noticed it was difficult to retain information and they did not learn well from remote learning. Social and Emotional needs were also listed. Students reported that more one to one help would be needed and requested we have more paras and/or teachers to meet this need.

## **Families**

The district conducted a community meeting to review the ESSER III plan on August 2, 2021. We had nobody show up from the community. To still attempt to get input from stakeholders, a community survey was conducted. There were 155 responses to the survey. The breakdown included 75 parents, 45 district staff, 22 community members, and 13 student responses. The breakdown of the community survey revealed 139 responses, or 89.7% responses supported retention/incentive/premium pay for district staff. The next highest response was around maintaining small class sizes to support learning loss and to maintain social distancing with 133 responses or 85.8%. The third highest need recommended is extra paraprofessional support which recorded 120 responses out of the 155 surveys for 77.4%

## **School and District Administrators including Special Education Administration**

Being a school district with 420 students, all administrators (3) had a hand in developing the ESSER III plan, thus there was approval of the plan. The district also collaborated with our local special education cooperative director to ensure our ESSER 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 negotiations were approved with zero no votes to the agreement. The district also collaborated with classified to ensure ESSER III was considered to address their willingness to work for the district during this time of a national pandemic. Teachers, staff members and their union stated that teachers were questioning the profession in regards to the extra work and emotional stress from the pandemic. We surveyed all 70 employees of our district, including our 39 certified teachers. We did this during professional development. USD 421 school board recognizes this concern and would like to use retention pay to help with staff morale. As with the other stakeholders, a need for more paras was recognized to help with learning loss. This should be achieved by a better student to educator ratio.

## **Tribes**

Our school information system, PowerSchool, indicates that we do not have any students enrolled in the district who are connected to a tribe.

## **Civil Rights Organization including Disability Rights Organizations**

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. I called Mitch Rucker, Kansas Action for Children, asking him for input on how to utilize ESSER III funds. His input was considered in our plan. I contacted Ruth Glover, Kansas Human Rights Commission, asking her for input on how to utilize ESSER III funds. Her input was considered in our plan. We reached out to the civil rights in our state/region via email and phone calls to seek feedback regarding suggestions to best meet the needs of our students. We received responses from Kansas Action for Children and Kansas Human Rights Commission. They offered the following suggestions: Their suggestions were geared toward increasing student help within the classroom which would benefit ALL children to enhance their full learning potential. We will ensure all students are getting help with the paraprofessionals that we have hired. Our ESSER plan includes these suggestions based on this feedback to best meet the needs of our students.

## **Stakeholders representing the interests of children with disabilities, English Learners, children experiencing homelessness, children in foster care, migratory students, children who are incarcerated, and other underserved students**

Our data in our student information system indicated the Lyndon School District does not have students with English Learning needs, nor does it have migratory students. The students who are identified as homeless are those who usually live with a relative. There is a very small enrollment of foster students, but these students usually live with a relative as well. Although nobody attended our open meeting we feel we had good representation by conducting online surveys. Here are the results from each listed stakeholder group:

- \* Children with Disabilities. We received results from 10 families and the top two responses were summer school and after school programs.
- \* We have no families with English Learners.
- \* We have three families report under the category of homelessness and their top two responses was more one on one attention in the classroom and after school programs.
- \* We have no families of migratory students.
- \* We had one family of foster care and they stated more one on one attention in the classroom and maintain an after school program for more one on one attention.
- \* We have no families who are incarcerated.
- \* We have no families that fell under other underserved students.

### **Provide the public the opportunity to provide input and take such input into account**

The district conducted a community meeting to review the ESSER III plan on August 2, 2021. We had nobody show up from the community. To still attempt to get input from stakeholders, a community survey was conducted. There were 155 responses to the survey. The breakdown included 75 parents, 45 district staff, 22 community members, and 13 student responses. The breakdown of the community survey revealed 139 responses, or 89.7% responses supported retention/incentive/premium pay for district staff. The next highest response was around maintaining small class sizes to support learning loss and to maintain social distancing with 133 responses or 85.8%. The third highest need recommended is extra paraprofessional support which recorded 120 responses out of the 155 surveys for 77.4%. Other than a few foster families we do not have any subgroups in Lyndon USD 421.

### **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 Lyndon School District began the 2021 and the 2022 school years in session with no remote learning option. The district only missed one day of school during the 2021 school year and that was due to winter weather. Generally, the district operated normally while implementing new procedures due to COVID.

The biggest notice of learning loss with the K-5 Lexia Reading program. We would also like to buy a new Reading Wonders curriculum for our K-5 reading program. We love how this not only address learning loss but also dyslexia. At the beginning of the 2020 school year, the district had numerous students who had reading skills above grade level. That was not the case in the 2021 school year where the district began with no students with reading skills above grade level. By the end of the school year, it was apparent that the pandemic did create a learning loss.

We investigated many different programs designed to recover learning loss. We decided that we would continue to use Lexia in grades K-5 and in grades 6-12 will use IXL. Although we have had MTSS in K-5 for many years we realized it was necessary to have a daily structured MTSS time for secondary students. Students in grades 6-12 now have a daily 25 minute period specifically for MTSS. We use IXL extensively during this time.

The district did take steps to address social-emotional issues, however, this wasn't a bigger issue than in years prior. 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)**

There are many different evidence based interventions that we will use to address learning loss. A few examples are: MTSS, FastBridge, 1 to 1 para support, Animated Literacy, Class Dojo, Direct Instruction, IXL & Lexia.

**How the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act?**

At USD 421 we believe the above interventions will best address the loss of academic time due to their emphasis on Tiered learning. By dedicating a daily set 25 minute time to use these interventions we will stay structured enough to document our success in closing the achievement gap.

**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	\$451,711	\$0	\$451,711	ESSER III Allocations	\$90,343
Approved Total	\$0	\$0	\$0	Approved Total	\$0
Amount Left	\$451,711	\$0	\$451,711	Amount Still Needed	\$90,343
In Review Total	\$451,711	\$0	\$451,711	In Review Total	\$179,600
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
421-3-0001	Direct	True	1000	120	15	\$49,500	Task Force Review
421-3-0002	Direct	True	1000	120	15	\$49,500	Task Force Review
421-3-0003	Direct	False	2100	120	15	\$150,000	Task Force Review
421-3-0004	Direct	False	1000	120	16	\$13,266	Task Force Review
421-3-0005	Direct	False	1000	110	16	\$4,000	Task Force Review
421-3-0006	Direct	False	1000	220	16	\$1,336	Task Force Review
421-3-0007	Direct	False	1000	110	16	\$38,216	Task Force Review
421-3-0008	Direct	False	1000	120	16	\$8,963	Task Force Review
421-3-0009	Direct	False	1000	220	16	\$3,609	Task Force Review
421-3-0010	Direct	False	1000	260	16	\$5	Task Force Review
421-3-0011	Direct	False	2100	120	16	\$2,316	Task Force Review
421-3-0012	Direct	False	2100	220	16	\$177	Task Force Review
421-3-0013	Direct	False	2200	110	16	\$14,267	Task Force Review
421-3-0014	Direct	False	2200	120	16	\$1,158	Task Force Review
421-3-0015	Direct	False	2200	210	16	\$3,985	Task Force Review
421-3-0016	Direct	False	2200	220	16	\$1,116	Task Force Review
421-3-0017	Direct	False	2200	260	16	\$4	Task Force Review
421-3-0018	Direct	False	2300	110	16	\$1,158	Task Force Review
421-3-0019	Direct	False	2300	120	16	\$2,316	Task Force Review
421-3-0020	Direct	False	2300	220	16	\$265	Task Force Review
421-3-0021	Direct	False	2400	110	16	\$2,316	Task Force Review
421-3-0022	Direct	False	2400	120	16	\$2,316	Task Force Review
421-3-0023	Direct	False	2400	220	16	\$354	Task Force Review
421-3-0024	Direct	False	2500	120	16	\$1,158	Task Force Review
421-3-0025	Direct	False	2500	220	16	\$90	Task Force Review
421-3-0026	Direct	False	2600	120	16	\$8,610	Task Force Review
421-3-0027	Direct	False	2600	220	16	\$660	Task Force Review
421-3-0028	Direct	False	2710	120	16	\$4,600	Task Force Review
421-3-0029	Direct	False	2710	220	16	\$350	Task Force Review
421-3-0030	Direct	False	3100	120	16	\$5,100	Task Force Review

421-3-0031	Direct	False	3100	220	16	\$400	Task Force Review
421-3-0032	Direct	True	1000	120	15	\$80,600	Task Force Review

## Line Item Details

Line Item ID: 421-3-0001

**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**

Instructional Staff Support

**Account Number**

88012

**Function Code**

1000 - Instruction

**Object Code**

120 - Regular Non-Certified Salaries

**Allowable Use**

15 - Developing strategies and implementing public health protocols for the reopening and operation of school facilities.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

We added an elementary para to work specifically with learning loss associated with COVID. This para will work in small group settings to help students with learning loss. Because COVID caused loss of instructional time we have added a para in our K-5 setting to create smaller MTSS groups so that we can improve our student to teacher/para ratio. We specifically target subgroups such as racial and ethnic group, children from low-income families, children with disabilities, English learners, gender, migrant students, students experiencing homelessness, and children and youth in foster care.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$16,500
<b>Budgeted Expenditures in SFY 2023</b>	\$16,500
<b>Budgeted Expenditures in SFY 2024</b>	\$16,500
<b>Total Expenditures</b>	<u>\$49,500</u>

**Status**

Task Force Review

Line Item ID: 421-3-0002

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Instructional Staff Support

**Account Number**

88012

**Function Code**

1000 - Instruction

**Object Code**

120 - Regular Non-Certified Salaries

**Allowable Use**

15 - Developing strategies and implementing public health protocols for the reopening and operation of school facilities.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

We added an elementary para to work specifically with learning loss associated with COVID. This para will work in small group settings to help students with learning loss. Because COVID caused loss of instructional time we have added a para in our 6-12 setting to create smaller MTSS groups so that we can improve our student to teacher/para ratio. We specifically target subgroups such as racial and ethnic group, children from low-income families, children with disabilities, English learners, gender, migrant students, students experiencing homelessness, and children and youth in foster care.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$16,500
<b>Budgeted Expenditures in SFY 2023</b>	\$16,500
<b>Budgeted Expenditures in SFY 2024</b>	\$16,500
<b>Total Expenditures</b>	\$49,500

**Status**

Task Force Review

Line Item ID: 421-3-0003

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Instructional Staff Support

**Account Number**

88030

**Function Code**

2100 - Support Services (Students)

**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 added two custodians to address the cleanliness of the buildings. Each custodian followed a checklist daily. This is done to ensure our building are as healthy as possible.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$50,000
<b>Budgeted Expenditures in SFY 2023</b>	\$50,000
<b>Budgeted Expenditures in SFY 2024</b>	\$50,000
<b>Total Expenditures</b>	\$150,000

**Status**

Task Force Review

Line Item ID: 421-3-0004

**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**

Instructional Staff Support

**Account Number**

88012

**Function Code**

1000 - Instruction

**Object Code**

120 - Regular Non-Certified Salaries

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Premium Pay for Non-certified Staff. Three Lakes COOP support staff. This was for two para professionals. Increased responsibilities during COVID.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$13,266
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	\$13,266

**Status**

Task Force Review

Line Item ID: 421-3-0005

**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**

Instructional Staff Support

**Account Number**

88010

**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 four Certified Staff. Three Lakes COOP support staff. Premium Pay for Non-certified Staff. Increased responsibilities during COVID.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$4,000
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	\$4,000

**Status**

Task Force Review

Line Item ID: 421-3-0006



**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**

Instructional Staff Support

**Account Number**

88016

**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 pay for above Premium Pay

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$1,336**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$1,336**Status**

Task Force Review

Line Item ID: 421-3-0007

**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**

Instruction

**Account Number**

88010

**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 Regular Certified Salaries. This was for 29 certified teachers.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$38,216**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$38,216**Status**

Task Force Review

Line Item ID: 421-3-0008

**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**

Instruction

**Account Number**

88010

**Function Code**

1000 - Instruction

**Object Code**

120 - Regular Non-Certified Salaries

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Premium Pay Regular Non-Certified Salaries. Premium Pay for Non-certified Staff. Three Lakes COOP support staff. This was for two para professionals. Increased responsibilities during COVID.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
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<b>Budgeted Expenditures in SFY 2022</b>	\$0
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<b>Budgeted Expenditures in SFY 2023</b>	\$8,963
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<b>Budgeted Expenditures in SFY 2024</b>	\$0
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<b>Total Expenditures</b>	<u>\$8,963</u>
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**Status**

Task Force Review

Line Item ID: 421-3-0009

**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**

Instruction

**Account Number**

88016

**Function Code**

1000 - Instruction

**Object Code**

220 - Social Security Contributions

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Social Security Contributions

<b>Budgeted Expenditures in SFY 2021</b>	\$0
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<b>Budgeted Expenditures in SFY 2022</b>	\$0
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<b>Budgeted Expenditures in SFY 2023</b>	\$3,609
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<b>Budgeted Expenditures in SFY 2024</b>	\$0
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<b>Total Expenditures</b>	<u>\$3,609</u>
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**Status**

Task Force Review

Line Item ID: 421-3-0010

**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**

Instruction

**Account Number**

88018

**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 Contributions

**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: 421-3-0011

**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**

Student Support Services

**Account Number**

88032

**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 two Non-Certified Salary. Increased responsibilities and duties during COVID.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$2,316**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$2,316**Status**

Task Force Review

Line Item ID: 421-3-0012

**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**

Student Support Services

**Account Number**

88036

**Function Code**

2100 - Support Services (Students)

**Object Code**

220 - Social Security Contributions

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Social Security Contributions

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$177
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$177</u>

**Status**

Task Force Review

Line Item ID: 421-3-0013

**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 Staff Support

**Account Number**

88050

**Function Code**

2200 - Support Services (Instructional Staff)

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Twelve Regular Certified Salaries. Increased responsibilities during COVID.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$14,267
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$14,267</u>

**Status**

Task Force Review

Line Item ID: 421-3-0014

**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 Staff Support

**Account Number**

88052

**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 two Non-Certified Salary. Increased responsibilities and duties during COVID.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$1,158**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$1,158**Status**

Task Force Review

Line Item ID: 421-3-0015

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Instructional Staff Support

**Account Number**

88054

**Function Code**

2200 - Support Services (Instructional Staff)

**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**

Group Insurance

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$3,985**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$3,985**Status**

Task Force Review

Line Item ID: 421-3-0016

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Instructional Staff Support

**Account Number**

88056

**Function Code**

2200 - Support Services (Instructional Staff)

**Object Code**

220 - Social Security Contributions

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Social Security Contributions

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$1,116**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$1,116**Status**

Task Force Review

Line Item ID: 421-3-0017

**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**

Instructional Staff Support

**Account Number**

88058

**Function Code**

2200 - Support Services (Instructional Staff)

**Object Code**

260 - Unemployment Compensation

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Unemployment Contributions

**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: 421-3-0018

**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**

General Administration

**Account Number**

88070

**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 one Non-Certified Salary. Increased responsibilities and duties during COVID.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$1,158**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$1,158**Status**

Task Force Review

Line Item ID: 421-3-0019

**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**

General Administration

**Account Number**

88072

**Function Code**

2300 - Support Services (General Administration)

**Object Code**

120 - Regular Non-Certified Salaries

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Premium pay for two Non-Certified Salary. Increased responsibilities and duties during COVID.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$2,316**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$2,316**Status**

Task Force Review

Line Item ID: 421-3-0020

**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**

General Administration

**Account Number**

88076

**Function Code**

2300 - Support Services (General Administration)

**Object Code**

220 - Social Security Contributions

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Social Security Contributions

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$265**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$265**Status**

Task Force Review

Line Item ID: 421-3-0021

**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

**Account Number**

88090

**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 two Non-Certified Salary. Increased responsibilities and duties during COVID.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$2,316**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$2,316**Status**

Task Force Review

Line Item ID: 421-3-0022



**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

**Account Number**

88092

**Function Code**

2400 - Support Services (School Administration)

**Object Code**

120 - Regular Non-Certified Salaries

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Premium pay for two Non-Certified Salary. The positions are building secretaries. Increased responsibilities and duties during COVID.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
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<b>Budgeted Expenditures in SFY 2022</b>	\$0
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<b>Budgeted Expenditures in SFY 2023</b>	\$2,316
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<b>Budgeted Expenditures in SFY 2024</b>	\$0
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<b>Total Expenditures</b>	\$2,316
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**Status**

Task Force Review

Line Item ID: 421-3-0023

**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

**Account Number**

88096

**Function Code**

2400 - Support Services (School Administration)

**Object Code**

220 - Social Security Contributions

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Social Security Contributions

<b>Budgeted Expenditures in SFY 2021</b>	\$0
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<b>Budgeted Expenditures in SFY 2022</b>	\$0
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<b>Budgeted Expenditures in SFY 2023</b>	\$354
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<b>Budgeted Expenditures in SFY 2024</b>	\$0
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<b>Total Expenditures</b>	\$354
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**Status**

Task Force Review

Line Item ID: 421-3-0024

**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

**Account Number**

88112

**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 one Non-Certified Salary. Increased responsibilities and duties during COVID.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$1,158**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$1,158**Status**

Task Force Review

Line Item ID: 421-3-0025

**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

**Account Number**

88116

**Function Code**

2500 - Central Services

**Object Code**

220 - Social Security Contributions

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Social Security Contributions

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$90**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$90**Status**

Task Force Review

Line Item ID: 421-3-0026

**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 &amp; Maintenance

**Account Number**

88132

**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 two Non-Certified Salary. Maintenance and custodial staff. Increased responsibilities and duties during COVID.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$8,610**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$8,610**Status**

Task Force Review

Line Item ID: 421-3-0027

**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 &amp; Maintenance

**Account Number**

88136

**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 Contributions

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$660**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$660**Status**

Task Force Review

Line Item ID: 421-3-0028

**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 Operation

**Account Number**

88172

**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 four Non-Certified Salaries, bus drivers. Increased responsibilities and duties during COVID.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$4,600**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$4,600**Status**

Task Force Review

Line Item ID: 421-3-0029

**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 Operation

**Account Number**

88176

**Function Code**

2710 - Vehicle Operation

**Object Code**

220 - Social Security Contributions

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Social Security Contributions

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$350**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$350**Status**

Task Force Review

Line Item ID: 421-3-0030

**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 Operations

**Account Number**

88152

**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 five Non-Certified Salaries. This was for the kitchen staff. Increased responsibilities and duties during COVID.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
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<b>Budgeted Expenditures in SFY 2022</b>	\$0
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<b>Budgeted Expenditures in SFY 2023</b>	\$5,100
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<b>Budgeted Expenditures in SFY 2024</b>	\$0
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<b>Total Expenditures</b>	\$5,100
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**Status**

Task Force Review

Line Item ID: 421-3-0031

**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 Operations

**Account Number**

88156

**Function Code**

3100 - Food Service Operations

**Object Code**

220 - Social Security Contributions

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Social Security Contributions

<b>Budgeted Expenditures in SFY 2021</b>	\$0
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<b>Budgeted Expenditures in SFY 2022</b>	\$0
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<b>Budgeted Expenditures in SFY 2023</b>	\$400
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<b>Budgeted Expenditures in SFY 2024</b>	\$0
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<b>Total Expenditures</b>	\$400
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**Status**

Task Force Review

Line Item ID: 421-3-0032

**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**

Instructional Support Staff

**Account Number**

88012

**Function Code**

1000 - Instruction

**Object Code**

120 - Regular Non-Certified Salaries

**Allowable Use**

15 - Developing strategies and implementing public health protocols for the reopening and operation of school facilities.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

This year we added two more paras as soon as we realized learning loss was more drastic in grades PK-2. Both of these paras work in small group settings to help these PK-2 students that demonstrate learning loss. We do this in our MTSS time and focus on one to one, especially in PK & K. We specifically target subgroups such as racial and ethnic group, children from low-income families, children with disabilities, English learners, gender, migrant students, students experiencing homelessness and children and youth in foster care.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$40,300
<b>Budgeted Expenditures in SFY 2024</b>	\$40,300
<b>Total Expenditures</b>	<u>\$80,600</u>

**Status**

Task Force Review

# ESSER III APPLICATION FOR D0459

Status

Task Force Review

## KSDE Application Comments

KSDE has not confirmed the ESEA Evidence level for 20% set aside activities. Each district is responsible for documenting the evidence base and verifying that it meets the Evidence-Based criteria as defined in ESEA. Please retain a link to the evidence that you are basing this on and which tiers of evidence it meets for future monitoring. Please see this link for more details <https://ies.ed.gov/ncee/wwc/essa>

## Current Directory Information

<b><u>District</u></b>	<b><u>Address</u></b>	<b><u>Mail Address</u></b>
Bucklin	422 S Main, Bucklin, KS 678340008	Box 8, Bucklin, KS 678340008
<b><u>Superintendent Name</u></b>	<b><u>Superintendent E-mail Address</u></b>	<b><u>Superintendent Phone Number</u></b>
Kelly Lampe	lampek@usd459.org	(620) 826-3828

## Authorized Representative of the District Information

<b><u>Name</u></b>	<b><u>Position of Title</u></b>	<b><u>E-mail Address</u></b>	<b><u>Phone Number</u></b>
Emily Evans	Board Clerk	eevans@usd459.org	(620) 826-3828

<b><u>Other District Representative 1 - Name</u></b>	<b><u>Other District Representative 1 - E-mail Address</u></b>
Kelly Lampe	lampek@usd459.org

<b><u>Other District Representative 2 - Name</u></b>	<b><u>Other District Representative 2 - E-mail Address</u></b>
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## Plan for Safe Return

Please paste a direct link of your school district's safe return plan that is posted on your website.

[http://www.bucklinschools.com/610764\\_3](http://www.bucklinschools.com/610764_3)

## Use of Funds for CDC Guidance

**How will the funds be used to implement prevention and mitigation strategies that are, to the greatest extent practicable, consistent with the most recent CDC guidance on reopening schools, in order to continuously and safely open and operate schools for in-person learning?**

USD 459's plan to implement practical prevention and mitigation strategies, consistent with CDC guidelines, include spending funds on custodial, transportation, and staffing needs. The need for continual disinfecting and cleaning to minimize the spread of illness has increased custodial expenses greatly, as well as adding hand sanitizing dispensers in each classroom and public space within the entire district. The need for social distancing has also increased our transportation needs. We have added several routes and are needing more vehicles to safely transport both students and staff. Lastly, COVID-19 has continually added to staffing concerns. We lost several teachers, substitutes, and two custodians this past year. By using funds to offer additional positions, the district can potentially minimize class size and provide better learning opportunities by covering classes with certified personnel.

## Stakeholder Engagement

Engaging in Meaningful Consultation with Stakeholders (Please describe the ways you meaningfully consulted with each group listed below as part of the development of the district ESSER III Plan)

### **Students**

Students were addressed at an assembly to explain ESSER III funds and what has been purchased with prior ESSER funds. Students were then sent a survey seeking input as to how we should prioritize spending the ESSER funds. Students were encouraged to provide additional ideas. 77 students responded to the survey. The top six categories that students believed ESSER funds should be spent on were: 1) Purchasing additional supplies to sanitize & clean facilities (41.6%), 2) Offering more professional development to teachers to support teacher growth (41.7%), 3) Additional behavior support & interventions (35.1%), 4) Expand social & emotional learning and mental health services (33.8%), 5) Additional instruction materials and resources (28.6%), 6) Additional personnel and staff for academic intervention (27.3%).

### **Families**

Administration has taken several approaches to engage in meaningful contact with our families, including an ESSER committee that consisted of parents, community members, and staff, articles in newsletters that were sent to parents and posted on social media, and a survey that was sent out on social media and posted on our website. The survey and committee were both instrumental tools that provided information which presented ideas and helped prioritize needs within our district. We received 41 survey responses. Additional behavior support & intervention and additional personnel/staff for academic intervention were the top two categories for how they thought ESSER funds should be utilized.

### **School and District Administrators including Special Education Administration**

District and Special Education Administration has met several times in person to discuss the student, staff, department, and district needs that can be addressed by ESSER III funds.

### **Teachers, Principals, School leaders, other Educators, School Staff and their Unions**

Several approaches were taken to engage in meaningful contact with our staff, including a voluntary ESSER committee that gave administration first hand information about needs that could be addressed with ESSER funds. Superintendent Lampe also sent out a weekly newsletter that discussed the funds and possible spending opportunities. Lastly, the staff and members of the teachers union was sent a survey seeking input on how to prioritize spending and encouraged staff to provide additional ideas on how to spend funds. 19 staff members responded. The top four categories that staff thoughts ESSER funds should be used for include: 1) Additional behavior support & interventions (63.4%), 2) Additional personnel and staff for academic intervention (58.5%), 3) Expand social & emotional learning and mental health services (56.1%), 4) Additional instruction materials and resources (56.1%).

### **Tribes**

While we have no tribes near our district boundaries, Superintendent Lampe made several attempts to contact the American Indian Council to which he received no response. On the surveys sent to students, staff, and community members, was an option to identify yourself as a part of or have any relationship with any Native American Tribe, as well as any needs that need to be addressed.

### **Civil Rights Organization including Disability Rights Organizations**

On the surveys sent to students, staff, and community members, was an option to identify yourself as a part of or have any relationship with any Civil Rights Organization and/or Disability Rights Organization, as well as any needs that need to be addressed. We currently have reached and sent surveys (<https://forms.gle/YNLqZkYLHg8xUbFL9>) out to ACLU-Kansas and the Kansas Human Rights Commission, but have not heard back from anyone.

### **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**



On the surveys sent to students, staff, and community members, was an option to identify yourself as a part of or have any relationship with any stakeholders which represent the interests of children with disabilities, English Learners, children experiencing homelessness, children in foster care, migratory students, children who are incarcerated, and other underserved student, as well as any needs that need to be addressed.

6 surveys indicated stakeholders representing interests of children with disabilities: Social and Emotional Support & Mental Health Services and Behavioral Support and Intervention were deemed the most important uses of ESSER according to the sub-group.

3 surveys indicated stakeholders representing interests of children in foster care: Social and Emotional Support & Mental Health Services and Additional Staff for Academic Intervention were deemed the most important uses of ESSER according to the sub-group.

3 surveys indicated stakeholders representing interests of EL children: Social and Emotional Support & Mental Health Services was deemed the most important uses of ESSER according to the sub-group.

3 surveys indicated stakeholders representing interests of children experiencing homelessness: Social and Emotional Support & Mental Health Services and Professional Development for Teachers were deemed the most important uses of ESSER according to the sub-group.

3 surveys indicated stakeholders representing interests of children who are migratory students: Social and Emotional Support & Mental Health Services and Professional Development for Teachers were deemed the most important uses of ESSER according to the sub-group.

### **Provide the public the opportunity to provide input and take such input into account**

Administration has taken several approaches to engage in meaningful contact with the public and our community members. Superintendent Lampe presented to the local coffee club about ESSER funds on numerous occasions seeking input and ideas. An ESSER committee was also formed that consisted of parents, community members, and staff. Mr. Lampe sent out several articles in newsletters that were sent to parents, community members, and posted on social media. A community survey was also sent out on social media and posted on our website. Families and public were sent the same survey to which we received 41 survey responses. Additional behavior support & intervention and additional personnel/staff for academic intervention were the top two categories for how they thought ESSER funds should be utilized.

### **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 the students of USD 459 in terms of learning loss and social-emotional impact. On the ESSER III Student Surveys, providing additional behavior support and interventions and expanding social and emotional learning and offering mental services ranked the two highest categories of importance among students. We have seen an increase in discipline issues, attempts of self-harm, disrespect, and bullying. We have also noted a concern of cleanliness and personal hygiene of students in poverty.

Learning loss was prevalent in all grade levels, but especially the elementary and middle school where teachers worked double time to catch up for what was lost or not retained during remote learning. Kindergarten through 2nd grade teachers have noticed students are not on grade level and show a lack of skills and knowledge that students normally have when they reach their classes.

**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 459 is committed to using evidence-based interventions to address the academic impact of lost instructional time. To address social and emotional needs, USD 459 will use its fund to provide 1:1 Counseling Services with Barnett Consulting Services, implement the Zones of Regulations curriculum to help students develop awareness of feelings, energy, and alertness levels. We also plan to use the funds to help implement a positive behavior intervention program that helps recognize and reward students for positive behaviors.

To address learning loss and provide interventions for our students, USD 459 will provide compensation to teachers for the extra planning it takes to offer differentiated learning in their class rooms. We also will purchase Fastbridge for student data assessment and for intervention programs, we will use our funds for the programs Fast Forward, iStation, and LETRS.

Lastly, USD 459 plans to use funds for our annual SKICAN Network fees. SKICAN is a network of schools in Southwest Kansas that provides ITV classes to schools that are not able to offer in-house classes due to staffing. SKICAN allows us to provide more opportunities to students by offering classes (often dual credit) that we offer ourselves.

### **How the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act?**

USD 459 plans to spend the remaining funds on custodial, transportation, and staffing needs.

District-wise, COVID-19 has increased costs for transportation and custodial services, not to mention all other supplies and goods purchased. COVID-19 and inflation has limited the resources normally available to us. Due to social distancing, we have added an extra bus route in the evenings, and for activities, we are using more vehicles to transport students. We would like to purchase a route bus that could be used as an activity bus, if needed, and one car. The need for custodial supplies to disinfect surfaces every day is a high priority, as well as providing hand sanitizing stations in each classroom and public space. Lastly, we plan to use ESSER III funds to address staffing needs. We have lost the majority of our substitute teachers due to COVID-19, therefore we plan to hire a full-time, daily substitute teacher to cover classes. We also plan to use a portion of ESSER III funds for premium pay. Returning teachers and staff have taken on extra preps and extra duties to help cover classes or clean extra due to the substitute and staffing shortage.

### **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 459 will continue to monitor all students through quarterly data assessments with Fastbridge, along with daily check-ins of mental health observations via seminar teachers and counselor to ensure that the implemented interventions are indeed positively affecting our students. All data and observations will be discussed and documented at monthly SIT meetings.

## Allocations

	Direct Allocation	True Up Allocation	Total Allocation		20% Minimum
ESSER III Allocations	\$368,315	\$0	\$368,315	ESSER III Allocations	\$73,663
Approved Total	\$0	\$0	\$0	Approved Total	\$0
Amount Left	\$368,315	\$0	\$368,315	Amount Still Needed	\$73,663
In Review Total	\$368,315	\$0	\$368,315	In Review Total	\$82,332
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
459-3-0001	Direct	False	1000	322	3	\$30,000	Task Force Review
459-3-0002	Direct	True	1000	321	4	\$26,532	Task Force Review
459-3-0003	Direct	True	2122	300	10	\$11,700	Task Force Review
459-3-0004	Direct	True	3100	630	11A	\$10,000	Task Force Review
459-3-0005	Direct	False	1000	112	3	\$40,037	Task Force Review
459-3-0006	Direct	False	2700	732	3	\$150,000	Task Force Review
459-3-0007	Direct	False	2300	110	3	\$1,000	Task Force Review
459-3-0008	Direct	False	2400	110	3	\$1,000	Task Force Review
459-3-0009	Direct	False	1000	110	3	\$26,000	Task Force Review
459-3-0010	Direct	False	2400	120	3	\$1,500	Task Force Review
459-3-0011	Direct	False	2300	120	3	\$750	Task Force Review
459-3-0012	Direct	False	2600	120	3	\$2,250	Task Force Review
459-3-0013	Direct	False	2000	120	3	\$750	Task Force Review
459-3-0014	Direct	False	1000	120	3	\$15,000	Task Force Review
459-3-0015	Direct	False	2600	610	7	\$15,000	Task Force Review
459-3-0016	Direct	True	2100	644	4	\$1,500	Task Force Review
459-3-0017	Direct	True	2100	300	4	\$2,600	Task Force Review
459-3-0018	Direct	False	1000	221	3	\$2,696	Task Force Review
459-3-0019	Direct	True	2200	110	3	\$30,000	Task Force Review

## Line Item Details

Line Item ID: 459-3-0001

**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**

SKICAN Fees

**Account Number**

17

**Function Code**

1000 - Instruction

**Object Code**

322 - Instructional Services

**Allowable Use**

3 - Providing principals and other school leaders with resources to address individual school needs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

USD 459 is a member of the SKICAN Network, a group of 9 schools in SWKS, that gives districts the opportunity to provide HS classes, via ITV Network, that are not offered by in-house certified class. We currently offer the following classes in our schedule, taught remotely via ITV: Spanish I, Spanish II, Art, Physics, Personal Finance/Business Essentials, Intermediate Algebra/College Algebra, English Comp I, English Comp II, and Speech. Prior to COVID-19, we were to offer all classes except Spanish and Art in-house taught by our staff, but the staffing shortage due to COVID-19 made us resort to offering these classes over ITV instead of in-person instruction as qualified teachers either left or their schedules were changed to accommodate the district's needs.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
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<b>Budgeted Expenditures in SFY 2022</b>	\$0
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<b>Budgeted Expenditures in SFY 2023</b>	\$30,000
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<b>Budgeted Expenditures in SFY 2024</b>	\$0
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<b>Total Expenditures</b>	\$30,000
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**Status**

Task Force Review

**Line Item Comment from KSDE**

Line Item ID: 459-3-0002

**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**

Academic Programs

**Account Number**

17

**Function Code**

1000 - Instruction

**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**

Subscription to Fastbridge will supply the student data information to recognize what interventions points must be needed for each student. The subscriptions to Fast Forward will address learning loss and reading and language needs of Tier II and Tier III students, as well as providing intervention data. The subscription to iStation will supplement math curriculum to help address learning loss and provide intervention data.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$13,266
<b>Budgeted Expenditures in SFY 2024</b>	\$13,266
<b>Total Expenditures</b>	\$26,532

**Status**

Task Force Review

Line Item ID: 459-3-0003

**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**

Counseling Services

**Account Number**

17

**Function Code**

2122 - Counseling 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**

To provide 1:1 counseling services to students. This provides support to students who have adversely been affected by COVID-19, the isolation of remote learning and its' effects.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$5,850
<b>Budgeted Expenditures in SFY 2024</b>	\$5,850
<b>Total Expenditures</b>	\$11,700

**Status**

Task Force Review

Line Item ID: 459-3-0004

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

After School Program Snacks

**Account Number**

17

**Function Code**

3100 - Food Service Operations

**Object Code**

630 - Food and Milk

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Our after-school program is funded by the 21st Century Grant, however snacks are not included as an expense in the original grant, therefore a district expense. This would address the COVID-19 need of implementing and running an effective after-school program.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$5,000
<b>Budgeted Expenditures in SFY 2024</b>	\$5,000
<b>Total Expenditures</b>	<u>\$10,000</u>

**Status**

Task Force Review

Line Item ID: 459-3-0005

**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**

Substitute Teachers

**Account Number**

17

**Function Code**

1000 - Instruction

**Object Code**

112 - Full-Time Substitutes' Salaries for Certified Staff

**Allowable Use**

3 - Providing principals and other school leaders with resources to address individual school needs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

We have seen a dramatic loss of certified substitute teachers and plan to hire a daily, in-house certified substitute teacher to ensure quality teaching and consistent learning environments for our students. COVID-19 Need: Payment for substitute teachers necessary due to staff members being sick and quarantined.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$40,037
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$40,037</u>

**Status**

Task Force Review

Line Item ID: 459-3-0006

**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**

Vehicles

**Account Number**

17

**Function Code**

2700 - Student Transportation Services

**Object Code**

732 - Vehicles (Including school buses)

**Allowable Use**

3 - Providing principals and other school leaders with resources to address individual school needs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

To purchase a route bus to accommodate social distancing guidelines. We currently have 5 buses in our fleet, with 2 of the 5 buses being spare/back-up buses due to age, mechanical problems, and quality. Our current fleet that is used daily holds a seat capacity of 126. One bus (capacity 14) doubles as an activity bus, when needed, so often we have the capacity of only 112. We have 85 students who are eligible for transportation on route and then 45 students in our after-school program that is eligible for transportation, total of 130 students. Due to COVID-19 and the need to reduce the risk of virus transmission and support student health needs, we have limited one student per seat on all buses. To run full routes, plus after-school program transportation, our current student count exceeds the seat capacity of our fleet with the social distancing guidelines in place.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$150,000**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$150,000**Status**

Task Force Review

**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: 459-3-0007

**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**

Administration Salaries

**Account Number**

17

**Function Code**

2300 - Support Services (General Administration)

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

3 - Providing principals and other school leaders with resources to address individual school needs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Premium pay and retention bonus for the extra hours of planning, policy work, and oversight of the district to run seamlessly through COVID-19. This would be for 1 administrator, the Superintendent, for \$1,000.00.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$1,000
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$1,000</u>

**Status**

Task Force Review

Line Item ID: 459-3-0008

**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**

Principal Salaries

**Account Number**

17

**Function Code**

2400 - Support Services (School Administration)

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

3 - Providing principals and other school leaders with resources to address individual school needs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Premium pay and retention bonus for the extra hours of planning, policy work, and oversight of the district to run seamlessly through COVID-19. This would be for 1 principal at \$1,000.00.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$1,000
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$1,000</u>

**Status**

Task Force Review

Line Item ID: 459-3-0009



**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**

Certified Salaries

**Account Number**

17

**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**

Premium pay and retention bonus for the extra hours of planning, preparation to cover other classes, and to help ensure we retain good quality teachers. This would be for 26 certified staff members at \$1,000.00 per person.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
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<b>Budgeted Expenditures in SFY 2022</b>	\$0
--	-----

<b>Budgeted Expenditures in SFY 2023</b>	\$26,000
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<b>Budgeted Expenditures in SFY 2024</b>	\$0
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<b>Total Expenditures</b>	<u>\$26,000</u>
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**Status**

Task Force Review

Line Item ID: 459-3-0010

**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**

Secretarial Salaries

**Account Number**

17

**Function Code**

2400 - Support Services (School Administration)

**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**

Premium pay and retention bonus for the extra hours of planning, preparation, and extra duties - such as custodial work, and parent/student contact. To provide an incentive for the district to maintain quality employees. This is for 2 building secretaries at \$750.00 per person.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
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<b>Budgeted Expenditures in SFY 2022</b>	\$0
--	-----

<b>Budgeted Expenditures in SFY 2023</b>	\$1,500
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<b>Budgeted Expenditures in SFY 2024</b>	\$0
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<b>Total Expenditures</b>	<u>\$1,500</u>
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**Status**

Task Force Review

Line Item ID: 459-3-0011

**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**

Clerk Salaries

**Account Number**

17

**Function Code**

2300 - Support Services (General Administration)

**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**

Premium pay and retention bonus for the extra hours of planning, policy work, and extra duties. To provide an incentive for the district to maintain quality employees. This would be for 1 employee, the board clerk, for \$750.00.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$750
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$750</u>

**Status**

Task Force Review

Line Item ID: 459-3-0012

**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**

Custodial Salaries

**Account Number**

17

**Function Code**

2600 - Operation and Maintenance of Plant Services (All except Transportation)

**Object Code**

120 - Regular Non-Certified Salaries

**Allowable Use**

3 - Providing principals and other school leaders with resources to address individual school needs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Premium pay and retention bonus for the extra hours spent cleaning and disinfection our buildings. To provide an incentive for the district to maintain quality employees. This is for 3 custodians at \$750.00 per person.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$2,250
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$2,250</u>

**Status**

Task Force Review

Line Item ID: 459-3-0013

**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**

IT Salaries

**Account Number**

17

**Function Code**

2000 - Support Services

**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**

Premium pay and retention bonus for all of the extra hours worked setting up 1:1 laptop technology for students, set-up of remote learning procedures, etc. To provide an incentive for the district to maintain quality employees. This is for our one IT Coordinator at \$750.00.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$750
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$750</u>

**Status**

Task Force Review

Line Item ID: 459-3-0014

**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**

Para Salaries

**Account Number**

17

**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**

Premium pay and retention bonus for all the extra hours worked helping teachers plan and extra cleaning. To provide an incentive for the district to maintain quality employees. This is for 20 support staff employees at \$750.00 each.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$15,000
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$15,000</u>

**Status**

Task Force Review

Line Item ID: 459-3-0015

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Custodial Supplies

**Account Number**

17

**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**

Cleaning supplies and hand sanitizer contract; to clean and disinfect the school

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$7,500
<b>Budgeted Expenditures in SFY 2024</b>	\$7,500
<b>Total Expenditures</b>	\$15,000

**Status**

Task Force Review

Line Item ID: 459-3-0016

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Social Emotional Curriculum

**Account Number**

17

**Function Code**

2100 - Support Services (Students)

**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**

Implementation of Zones of Regulation curriculum in the Elementary School (K-5). This is 46% of our student population. The Zones of Regulation curriculum is a screener/check-in system designed to look into student mental health needs.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$1,500
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	\$1,500

**Status**

Task Force Review

Line Item ID: 459-3-0017

**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**

Professional Development

**Account Number**

17

**Function Code**

2100 - Support Services (Students)

**Object Code**

300 - PURCHASED PROFESSIONAL AND TECHNICAL SERVICES

**Allowable Use**

4 - Activities to address the unique needs of low-income children, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including outreach and service delivery.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Professional development and training for certified staff to implement the Zones of Regulation curriculum in our Elementary School, which is 46% of our student population. The Zones of Regulation curriculum is a screener/check-in system designed to look into student mental health needs.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$2,600
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$2,600</u>

**Status**

Task Force Review

Line Item ID: 459-3-0018

**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**

Fringe Benefits

**Account Number**

17

**Function Code**

1000 - Instruction

**Object Code**

221 - FICA - Employer's Contribution

**Allowable Use**

3 - Providing principals and other school leaders with resources to address individual school needs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

FICA contribution for daily, in-house substitute.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$2,696
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$2,696</u>

**Status**

Task Force Review

Line Item ID: 459-3-0019

**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**

Instructional Support Salaries

**Account Number**

17

**Function Code**

2200 - Support Services (Instructional Staff)

**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**

Salary for part-time Instructional Coach: In March 2020 when COVID-19 shut down schools, the staff and students of USD 459 finished the school year remotely. While quality instruction continued during that time, administration feared that our students would experience a greater learning loss due to the lack of in-person instruction and face-to-face support. Administration's fears of learning loss was confirmed when the Winter Assessment testing was completed.

For reading, Winter testing (January 2020) revealed that district-side, 16% of all Bucklin students were in the High Risk reading category and in need of Tier III interventions. No Spring 2020 testing was done due to school dismissals related to COVID-19. No Fall 2020 testing was done due to challenges in returning to school due to COVID 19. The Winter testing one year later in January 2021 indicated that 27% of all Bucklin students were now in the High Risk reading category. That is a decline of 11% of students in reading.

For math, Winter testing (January 2020) revealed that district-side, 9% of all Bucklin students were in the High Risk math category and in need of Tier III interventions. No Spring 2020 testing was done due to school dismissals related to COVID-19. No Fall 2020 testing was done due to challenges in returning to school due to COVID 19. The Winter testing one year later in January 2021 indicated that 18% of all Bucklin students were now in the High Risk math category. That is a decline of 9% of students in reading.

With the definite learning loss outlined in our assessment data, and knowing that teacher's had enough on their workload with the return of students in the classroom with all new COVID-19 guidelines and requirements, USD 459's administration decided to hire a part-time Instructional Coach. The Instructional Coach's role to help develop and implement interventions and new/revised curriculum to better meet the needs of our students who suffered from learning loss and provide support and direction to our teachers to help better serve our students and their needs.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$10,000
<b>Budgeted Expenditures in SFY 2023</b>	\$10,000
<b>Budgeted Expenditures in SFY 2024</b>	\$10,000
<b>Total Expenditures</b>	<u>\$30,000</u>

**Status**

Task Force Review



# ESSER III APPLICATION FOR D0469

**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>
Lansing	200 E Mary St, Lansing, KS 660431633	200 E Mary St, Lansing, KS 660431633
<u>Superintendent Name</u>	<u>Superintendent E-mail Address</u>	<u>Superintendent Phone Number</u>
Dan Wessel	dan.wessel@usd469.net	(913) 727-1100

## Authorized Representative of the District Information

<u>Name</u>	<u>Position of Title</u>	<u>E-mail Address</u>	<u>Phone Number</u>
Daniel Wessel	Superintendent	dan.wessel@usd469.net	(913) 727-1100

## Plan for Safe Return

Please paste a direct link of your school district's safe return plan that is posted on your website.

[https://usd469.socs.net/vnews/display.v/ART/60ccd7428b7ba?in\\_archive=1](https://usd469.socs.net/vnews/display.v/ART/60ccd7428b7ba?in_archive=1)

## Use of Funds for CDC Guidance

**How will the funds be used to implement prevention and mitigation strategies that are, to the greatest extent practicable, consistent with the most recent CDC guidance on reopening schools, in order to continuously and safely open and operate schools for in-person learning?**

We have used our ESSER funds to provide testing resources, PPE and additional staff to help limit the number of people in one location. We provide online resources when students need to be quarantined or absent for illness. We have provided additional health professionals to provide services at the building levels. They also provide additional training resources on ways to reduce illness including COVID-19. Providing additional staff to cover when employees need to be absent helps to mitigate the spread from people that feel like they can't miss work.

## Stakeholder Engagement

Engaging in Meaningful Consultation with Stakeholders (Please describe the ways you meaningfully consulted with each group listed below as part of the development of the district ESSER III Plan)

### Students



In developing our ESSER plan, we conducted a survey of graduates about their experience in USD469 and discussed needs of our students through a high school principal advisory group to determine their highest levels of need for pandemic related instruction and support. We also used the KCTC survey to determine that students needed more relevancy in their educational lessons. The following supports received the most interest from our students:

- Remove barriers to after school help for students that don't have transportation
- Additional real-world opportunities to make lesson relevant for students.

Our ESSER plan takes these recommendations into consideration and their needs are ideas in the plan.

KSDE question: Students - How did you solicit feedback about the use of ESSER III funds from current students?

Current students were engaged through a HS advisory council led by the principal in Spring 2022. All students were invited to be a part of the council.

## **Families**

We have worked closely with our families in developing our ESSER support plan. We have conducted parent/community surveys as we worked to re-open our schools. We have also engaged our site councils, 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:

- Additional opportunities for students to receive extra help as determined by our screening process
- Focus on opportunities for families to be integrated back into the buildings.

You will see that these suggestions from parents are reflective in the plan we developed.

KSDE question: Families - What was the response rate? Response rate for our Family engagement survey was 574/2670 families in 2022 and 576/2670 in 2023.

## **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.

- Additional staff for interventions, especially at the lower levels.
- Consistent technology to be able to deliver curriculum materials that will work efficiently.
- Protocols to provide uniform instruction with enough materials for all staff to provide interventions. Focus on lower levels and reading and math skills.
- Provide materials for Special Education teachers to provide additional support when needed.

You will see that this information plays a prominent role in our ESSER plan.

KSDE question: District Admin - How did you reach out to the Special Education Administration? What were the responses? Special Education administration is involved in all of our administrative team meetings. We are a stand alone district that has our own Director of Special Education. The response from the Special Education were including in the additional staff for our walk through interventions. Our intervention groups at our lower grade levels are focused on skill deficits and not special education identification. The increase in staff at the lower levels as noted were a direct response to input from the special education director. The additional materials also were in response to the needs of our special education department.

## **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. We have met with our local teacher association leadership to address the issues they see in our return. We surveyed our staff to ask what additional resources are necessary to continue moving forward. Our plans are reflective of those various conversations. Highlights of these collaborative conversations include:

- Additional Employee Assistance Program opportunities for our staff that removes barriers in participation
- Consistent technology to be able to deliver curriculum materials that will work efficiently.
- Protocols to provide uniform instruction with enough materials for all staff to provide interventions. Focus on lower levels and reading and math skills.
- Additional training for teachers in engagement, classroom management and teaching methods.

KSDE Question: Teachers - How did you reach out to the teacher's union? What were the responses?

Superintendent met with our local teacher's union monthly to address concerns about Mental Health and necessary changes.

Our of those discussions came the need for a formalized Employee Assistance Program with no upfront cost from the employee. Technology issues were discussed as teachers needed to be able to able new technologies with equipment that would support the use of more video.

We also worked on a climate survey with our teacher union that is given in May. We used this to address workplace fatigue and initiatives to take into account teacher voice.

## **Tribes**

In a review of our student information system, we identified 13 students who reported as members of a tribe. We sent a survey specifically to them about possible opportunities to help students, they indicated the following strategies would be of the greatest benefit to them:

- Additional staff to provide needed interventions to all students that need it, but especially at the lower levels.
- Remove barriers for all students and families to participate fully in activities and learning opportunities.

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 our internal student civil rights organizations in our high school to discuss with them about effects of COVID-19 on learning and more specifically environments in our schools. All schools in our district reached out specifically to parents of minority students to engage them in discussions about our schools and how we are progressing in being inclusive and can engage all students in our community. We engaged our Special Education Advisory Council for input on the impact of COVID-19 on our students with disabilities.

- Additional training for teachers in engagement, classroom management and teaching methods.
- Remove barriers for all students and families to participate fully in activities and learning opportunities (STEM nights, popsicles with the principals).

KSDE questions: Civil Rights - Please use the toolkit to identify Civil Rights groups and reach out to them about your ESSER III plan.

Reached out to our local NAACP President, Joana Scholtz, to discuss the needs of our students in our community and specifically minority students. First she mentioned the need for math intervention for students in the pandemic as that learning loss nationally has shown to be greatest. We then talked about engagement of parents and specifically the re-engagement of parents in our schools. This paired with our findings and efforts at the building level to re-engage our families with events to participate fully in activities and learning opportunities. We discussed opportunities to engage with the curriculum that weren't Parent Teacher Conferences, STEM nights and popsicles with the principals. We also talked about increasing the amount of representation in our adults in our building. She mentioned some opportunities locally including a grandparent program, University of Saint Mary's student volunteers and if we hire additional intervention aides looking at opportunities to target some minority hiring in those positions that couple be filled without a teaching degree.

## **Stakeholders representing the interests of children with disabilities, English Learners, children experiencing homelessness, children in foster care, migratory students, children who are incarcerated, and other underserved students**

We have worked closely with our students and representatives of the subgroup populations in our school district in developing our ESSER support plan. We have worked with staff through our Building Leadership Teams and District Leadership Team to determine the needs of our subgroup populations. The liaisons to these groups discussed with their caseloads about needs from being out of school due to COVID-19. We use our self-correcting feedback loop to assess the needs and receive information back about surveys and have also engaged in focus group conversations. Through those conversations, it was clear that the following supports were most needed.

- Additional staff to provide needed interventions to all students that need it, but especially at the lower levels.
- Consistent materials for tier 2 and tier 3 interventions as determined for our MTSS structures.

You will see that these suggestions are reflective in the plan we developed.

KSDE question: Stakeholders representing the interests of children with disabilities, English Learners, children experiencing homelessness, children in foster care, migratory students, children who are incarcerated, and other underserved students - Please provide specifics for each subgroup. What were the responses for each subgroup? If you do not have a subgroup, please call this out.

These subgroups were the most difficult to contact, we worked through our district liaisons for each group as they have the most connectivity with the families and their needs.

Children with Disabilities: We worked through our newly formed Special Education site council to address needs in the area of special education. Staffing is a concern for this group and discussion about recruiting and retention of teachers was mentioned as a need.

English Language Learners: Internally, we worked with our ELL provider in our district for the needs of our students. Common materials for consistency were discussed as a need.

Homelessness: Internally, we worked with our homeless liaison for information that informed our decisions at the District Leadership Team. The increased number of students that needed homeless supports are reflected in our staff to provide interventions.

Foster Care: Internally, we hired a social worker during the 2021-2022 school year to address the needs of our foster care students. We also have a staff member that works with our foster care students that has contact with KVC Kansas about the current needs of our students. Transitioning to new families and increased learning loss were not being met with just our current Mental Health staff. We were able to then transition to a Clinical social worker in 2022-2023 paid through our local Guidance Center.

Migratory Students: We discussed during our Building and District Leadership team about students needs for families and students that are new to our community. We increased the engagement opportunities that are welcoming in our community and set our protocols for screening immediately for our intervention systems. This was from feedback from discussions at the building level with parents about the needs of students coming in and the speed of response to intervention.

KSDE follow-up: Who did you reach out to for each subgroup besides your own staff?

Children with Disabilities: There are parents on our Special Education Advisory council.

English Language Learners: Our ELL provider reached out to parents as they discussed KELPA results in the district for input. We are also a member of the Greenbush ELL Consortium.

Homelessness: Internally, we worked with our homeless liaison for information that informed our decisions at the District Leadership Team. The increased number of students that needed homeless supports are reflected in our staff to provide interventions.

Foster Care: We had discussion KVC Kansas about the current needs of our students and ways to better serve Foster Care students. We also had discussions with Foster Parents in our district about the needs.

Migratory Students: We discussed with parents of incoming students during the school year as they enrolled.

Students with Incarcerated Parents: We don't track this subgroup.

### **Provide the public the opportunity to provide input and take such input into account**

As we collected data from the buildings, we used our self-correcting feedback loop internally to refine our plans. Information was shared to our building based professional learning communities and building leadership teams. We surveyed all staff about additional needs for the district and used that information to inform our District Leadership team recommendations regarding additional resources in our buildings. Site Councils were engaged after recommendations were made to address learning loss and material needs in our district. All parents were surveyed about our family engagement with 547 respondents to the initial survey, and specifically how they are informed of student progress and academic performance of their student. This included information about steps taken to help with any learning loss from COVID-19. Parents were encouraged to reach out to schools to engage if they had any additional concerns or suggestions.

Information was also provided on our Board of Education meetings about our ESSER plans for using funds to close the learning loss. We broadcast our meetings live and send out detailed updates through our website.

KSDE question: How did you disseminate feedback from the general public? We disseminate the feedback on our ESSER plans by providing open access to all of our meetings that we discuss the needs of the district as a whole. In response to community engagement the BOE this year went through a Strategic Planning Process that not only addressed the learning loss from COVID specifically, but the needs of the district for the next five years. We had not been through this process in at least 20 years. The growth needed from the learning loss is not a one or two year fix. All community members were invited to be a part of the process. Of the 80 members of the Strategic Planning Process, we had 10 community members with no ties to the school respond to be a part of the process.

### **Use of Funds for Learning Loss Set Aside and The Rest of The Allocation**

**Please briefly describe the impacts of COVID-19 on the district and its Pre-K through 12 students, including any relevant data where possible (e.g., cost impact, learning loss, emotional impact on students). If there has been a disproportionate impact on a special population in the district (e.g., students with disabilities, English Learners, students in foster care, students in poverty, etc.), please describe the impact and provide the number of Pre-K through 12 students in that population.**

We have approximately 2650 students in USD469. We saw learning loss from most grade levels during the pandemic. The most pronounced loss that we continue to see is in our students currently in 4th and 5th grade. We have seen an 8 percent decrease from our 2018 scores of students on benchmark. The early years of transitioning from learning to read to reading to learn has been a struggle to overcome.

Staff have also seen an increase in behaviors since we have re-opened. We have addressed these with additional behavior supports at the lower grades and formalized common are expectations.

Students with special needs have been provided with additional resources including more Extended School Year opportunities. We have also not seen growth from these populations in our FastBridge Screening data.

**How the LEA will use the funds it reserves under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year? (Provide specific references to evidence-based interventions that meet one of the four tiers of evidence, as defined in Sec. 8101(21) of ESEA)**

We have continued with our implementation of MTSS as directed by TASN from KSDE. We began the work and this opportunity will be used to include additional evidence based intervention resources including Heggerty, 95 Percent Group, IXL and MobyMax. Additionally, we have provided additional teachers to lower class sizes and instructional aides to provide additional interventions for Math, Reading and Behavior in all of our buildings. We have also provided an after school bus route to minimize the barriers to students that need assistance with transportation.

We have also partnered with the YMCA of Kansas City to provide after school care at grades K-5.

### **How the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act?**

We tried to address our biggest needs after the learning loss was taken care of with resources in human capital and resources. We added additional nursing staff to address the need for testing, quarantine and management of health resources.

As we had instructional needs we re-engaged with Greenbush Educational Service Center to provide additional resources for professional development for all of our staff. Leadership was also provided opportunities to grow and have support through their administrative services help. All staff was provided with a new Employee Assistance Program that took down a barrier to participation we had before.

We also added full-time building substitutes to cover for staff that called in first thing.

Lastly, we upgraded our technology to include equipment (MacBooks and iPads) that was more up to date to be able to run new software we had implemented for curricular upgrades. This also included upgrades to be able to setup high school credit recovery in areas that were conducive for more students to be able to participate.

### **How the LEA will ensure that the interventions it implements, including but not limited to the interventions under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time, will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students disproportionately impacted by the COVID-19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students.**

We have set up systems that continually look at our intervention systems. We have a District Leadership Team that helps guide our interventions and MTSS teams setup at all building levels that assess the interventions and effectiveness. We analysis data as a Building Leadership Teams after each of our FastBridge Screening periods. We look at all of the subgroups mentioned and address how we are doing with each subgroup. This information is provided to our stakeholders through newsletters, emails and Board of Education presentations. We have implemented a Mental Health Team that helps direct our programming for Mental Health across our district.

## Allocations

	Direct Allocation	True Up Allocation	Total Allocation		20% Minimum
ESSER III Allocations	\$1,748,086	\$0	\$1,748,086	ESSER III Allocations	\$349,618
Approved Total	\$0	\$0	\$0	Approved Total	\$0
Amount Left	\$1,748,086	\$0	\$1,748,086	Amount Still Needed	\$349,618
In Review Total	\$1,748,086	\$0	\$1,748,086	In Review Total	\$363,320
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
469-3-0001	Direct	False	2100	120	16	\$170,000	Task Force Review
469-3-0002	Direct	False	1000	110	1A	\$104,300	Task Force Review
469-3-0003	Direct	True	2100	120	16	\$251,720	Task Force Review
469-3-0004	Direct	False	1000	300	8	\$47,316	Task Force Review
469-3-0005	Direct	False	1000	300	3	\$2,900	Task Force Review
469-3-0006	Direct	True	2700	510	11B	\$20,000	Task Force Review
469-3-0007	Direct	False	1000	110	1A	\$104,300	Task Force Review
469-3-0008	Direct	False	1000	110	3	\$84,500	Task Force Review
469-3-0009	Direct	False	1000	736	9	\$53,000	Task Force Review
469-3-0010	Direct	False	1000	736	9	\$325,000	Task Force Review
469-3-0011	Direct	True	1000	644	12	\$91,600	Task Force Review
469-3-0012	Direct	False	1000	736	9	\$493,450	Task Force Review

## Line Item Details

Line Item ID: 469-3-0001

**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 #3 SALARIES NON-CERTIFIED

**Account Number**

49450

**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**

Additional Nursing Staff- With COVID-19, additional nursing staff was added so each school had a nurse and our elementary had a nurse aide.

We added one full time RN and one elementary aide. Total: Two full time positions.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$85,000
<b>Budgeted Expenditures in SFY 2024</b>	\$85,000
<b>Total Expenditures</b>	<u>\$170,000</u>

**Status**

Task Force Review

Line Item ID: 469-3-0002

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER #3 SALARIES CERTIFIED

**Account Number**

49400

**Function Code**

1000 - Instruction

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

1A - Any activity authorized by the Elementary and Secondary Education Act of 1965.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Additional Staff - Intermediate School In response to student learning loss caused by the COVID-19 pandemic, evidence suggests that reduced class sizes can effectively support our ability to respond to the increased social and emotional and academic needs of our students.

Additionally, when class sizes are smaller, we can provide more 1:1 individualized support and small group instruction that meets the common needs of students. Additionally, smaller classes sizes will help to mitigate the spread of COVID-19 and other illnesses, so that students and staff are able to more regularly attend school.

\*Krueger, A. B. (2002). Understanding the magnitude and effect of class size on student achievement. The class size debate, 7-35

Student Subgroups that will be using this intervention include students from low-SES, minority populations and special education.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$52,000
<b>Budgeted Expenditures in SFY 2024</b>	\$52,300
<b>Total Expenditures</b>	<u>\$104,300</u>

**Status**

Task Force Review

Line Item ID: 469-3-0003



**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER #3 SALARIES Non-CERTIFIED

**Account Number**

49450

**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**

4 additional instructional aides - Additional Instructional aides that will provide tier 2 and tier 3 interventions to students under the guidance of Interventionist based on our evidence based MTSS program. They will be trained in the implementation of Heggerty and 95 Percent Group for interventions. They will also provide progress monitoring for students.

Student subgroup populations that will be using this intervention include students with low-SES, minority students and special education.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$124,000
<b>Budgeted Expenditures in SFY 2024</b>	\$127,720
<b>Total Expenditures</b>	\$251,720

**Status**

Task Force Review

Line Item ID: 469-3-0004

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Esser #3 services

**Account Number**

49550

**Function Code**

1000 - Instruction

**Object Code**300 - PURCHASED PROFESSIONAL  
AND TECHNICAL SERVICES**Allowable Use**

8 - Planning for and coordinating during long-term closures, including on how to provide meals, technology for online learning, guidance for carrying out IDEA requirements, and providing educational services consistent with applicable requirements.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Greenbush - School Improvement Services & Admin Services- To mitigate learning loss among students due to the COVID-19 Pandemic, our staff have requested and we plan to provide extensive professional development, consultation, and support services to support our administrators, teachers, and paraeducators in the following areas: curriculum development, revision, implementation, and evaluation; instructional planning practices; and assessment development and implementation to include local and State assessments. To provide this professional development and support in a collaborative and cost effective manner, our district will use ESSER III funds to purchase registrations for professional learning opportunities in these areas.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$23,658
<b>Budgeted Expenditures in SFY 2024</b>	\$23,658
<b>Total Expenditures</b>	<u>\$47,316</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 #3 services

**Account Number**

49550

**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**

Greenbush -Administrative Services - The COVID-19 pandemic illuminated for us the need to more frequently seek input from and communicate more frequently and effectively with students, staff, and families regarding health and safety measures as well as academic and social and emotional learning interventions, programs and supports. As such, our administrative team has determined that they need to engage in and receive extensive professional development, coaching, and leadership support services to support each of our administrators in more effectively serving students, teachers, and families including but not limited to the following areas: instructional leadership, program evaluation, input and feedback gathering through surveys and focus groups, effective communication with stakeholders, and interpretation of and action steps from student data analysis. To provide this professional development, coaching, and support in a collaborative and cost effective manner, our district will use ESSER III funds to purchase professional learning opportunities in these areas.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$1,450
<b>Budgeted Expenditures in SFY 2024</b>	\$1,450
<b>Total Expenditures</b>	<u>\$2,900</u>

**Status**

Task Force Review

Line Item ID: 469-3-0006

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Esser #3 services

**Account Number**

49550

**Function Code**

2700 - Student Transportation Services

**Object Code**

510 - Student Transportation 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**

Late Bus Route for students that stay for tutoring. LHS provides tutoring opportunities for students that need additional help. The number of students has risen since COVID-19 that need the additional help and this program helps to take down the barrier of transportation.

Student subgroup populations that will be using this intervention include students with low-SES and minority students.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$10,000
<b>Budgeted Expenditures in SFY 2024</b>	\$10,000
<b>Total Expenditures</b>	<u>\$20,000</u>

**Status**

Task Force Review

Line Item ID: 469-3-0007

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER #3 SALARIES CERTIFIED

**Account Number**

49400

**Function Code**

1000 - Instruction

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

1A - Any activity authorized by the Elementary and Secondary Education Act of 1965.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Additional Staff - Kindergarten In response to student learning loss caused by the COVID-19 pandemic, evidence suggests that reduced class sizes can effectively support our ability to respond to the increased social and emotional and academic needs of our students.

Additionally, when class sizes are smaller, we can provide more 1:1 individualized support and small group instruction that meets the common needs of students. Additionally, smaller classes sizes will help to mitigate the spread of COVID-19 and other illnesses, so that students and staff are able to more regularly attend school.

\*Krueger, A. B. (2002). Understanding the magnitude and effect of class size on student achievement. The class size debate, 7-35

Student subgroup populations that will be using this intervention include students with low-SES, minority students and special education.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$52,000
<b>Budgeted Expenditures in SFY 2024</b>	\$52,300
<b>Total Expenditures</b>	<u>\$104,300</u>

**Status**

Task Force Review

Line Item ID: 469-3-0008

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER #3 SALARIES CERTIFIED

**Account Number**

49400

**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**

Building Based Flex substitute - Full Time Building Sub to cover staff outages due to staff absence due to COVID.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$42,000**Budgeted Expenditures in SFY 2024** \$42,500**Total Expenditures** \$84,500**Status**

Task Force Review

Line Item ID: 469-3-0009

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Esser #3 - Equipment

**Account Number**

49000

**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**

Replace computers for summer school use for credit recovery. We have had additional students fail classes since COVID and need to be able to provide additional resources in a location that is easily accessible. The 38 iMac Computers will be able to be deployed to different locations during summer to provide safe access at the High School.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$53,000**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$53,000**Status**

Task Force Review

Line Item ID: 469-3-0010

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Esser #3 - Equipment

**Account Number**

49000

**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**

Replace 325 MacBook computers for teaching staff that will allow them to provide instruction in the new curriculum that we have purchased to address students in an engaging manner with resources. The new computers will allow teachers to provide more video instruction materials when students have to be absent due to illness.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
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<b>Budgeted Expenditures in SFY 2022</b>	\$0
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<b>Budgeted Expenditures in SFY 2023</b>	\$325,000
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<b>Budgeted Expenditures in SFY 2024</b>	\$0
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<b>Total Expenditures</b>	\$325,000
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**Status**

Task Force Review

Line Item ID: 469-3-0011

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER #3 SUPPLIES

**Account Number**

49500

**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**

Curriculum Resources ? Heggerty, IXL, MobyMax, 95 Percent Group,

Heggerty and 95 percent group is used as a tier 2 and tier 3 MTSS resources for evidence based reading interventions that focus on phonemic awareness. IXL and MobyMax are used as a tier 2 resource for interventions for students that are screening not at bench level based on our evidence based MTSS structures. Both are used as extension activities to help extend the learning for students that screen at tier one.

Student subgroup populations that will be using this intervention include students with low-SES, minority students and special education.

Heggerty is a supplemental resource we use for students that screen through our MTSS process in tier 2 or 3 to provide phonemic awareness curriculum. Heggerty is a resource we use in our protocol for when kids are not on grade level. The lessons in the revised 2022 edition of the English Primary Curriculum are quick and fast-paced, using a reduced number of words for each skill, in order to provide students with opportunities to build awareness and proficiency. The revised curriculum has 24-weeks of Tier 1 instruction, and 6 additional weeks of lessons for intervention instruction that can take place in whole group or small group settings. The lessons now include opportunities to make phoneme-grapheme connections, matching the sounds we hear to letters in print. QR codes provide easy access to hand motion videos and a weekly lesson demonstration video.

95 Percent Group is a supplemental resource we use for students that screen through our MTSS process in tier 2 or 3 to provide additional phonics instruction. 95 Percent Group's phonics program leads to student mastery of critical early literacy skills. It helps fill in gaps where the core instruction is not meeting the needs of all students. Schools use this phonics program to strengthen their required ELA curriculum by providing systematic and explicit word study and spelling instruction. 95 Phonics Core Program is aligned with research and 95 Percent Group's proven approach. The comprehensive instructional materials offer flexibility for in-person and remote delivery, allowing for continuity of learning whether students are gaining skills at home or at school.

IXL MATH is a computer based program that is used for students that are not on bench mark levels. Diagnostics allow for skill based practice and assessment. Students are able to independently practice skills that might have been missed during COVID.

MobyMax is a standards-aligned K-8 learning platform for math and literacy, equipped with adaptive tests, test-prep lessons, interactive whiteboard activities, and motivational tools. Used on an initial adaptive test, the program assigns and sequences lessons to address any gaps in knowledge. Teachers can select lessons for each student and can change or delete the lesson sequences at any time. Subsequent tests monitor students' skill growth and "learning velocity," the tool's term for the rate at which each student learns. Students work through lessons to achieve proficiency.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$61,400
<b>Budgeted Expenditures in SFY 2024</b>	\$30,200
<b>Total Expenditures</b>	<u>\$91,600</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 #3 - Equipment

**Account Number**

49000

**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**

Upgrade 500 student iPads per year for 2 years to bring the equipment to a level to be able to use new curriculum software purchased to address learning opportunities. This was a request from teachers through their Building Leadership Teams as we had software that could not be utilized at all levels.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$328,000
<b>Budgeted Expenditures in SFY 2024</b>	\$165,450
<b>Total Expenditures</b>	<u>\$493,450</u>

**Status**

Task Force Review

## ESSER III Change Overview and Table of Contents

Plan	DISTRICT PROFILES				KSDE RECOMMENDATIONS							
	District Number	District Name	Total Public School Students (FTE) <sup>1</sup>	% Students Approved for Free- or Reduced-Price Lunch <sup>2</sup>	Total Direct and True Up Allocation	Previously Eligible	% Requested of Total Allocation Previously	Requested Change	Total Change Request Approved	Eligible net change for Task Force Review	% Eligible of Total Requested	Eligible Value Per Student (FTE) <sup>1</sup>
1	103	Cheylin	144	58%	\$ 365,789	\$ 280,789	77%	\$ 345,789	\$ 345,789	\$ 65,000	100%	\$ 2,401
2	204	Bonner Springs	2,528	45%	\$ 3,882,112	\$ 3,450,558	89%	\$ 3,773,625	\$ 3,773,625	\$ 323,067	100%	\$ 1,493
3	206	Remington-Whitew	456	39%	\$ 532,416	\$ 468,408	88%	\$ 476,408	\$ 476,408	\$ 8,000	100%	\$ 1,045
4	218	Elkhart	398	42%	\$ 512,675	\$ 500,675	98%	\$ 512,675	\$ 512,675	\$ 12,000	100%	\$ 1,287
5	231	Gardner Edgerton	5,687	31%	\$ 3,556,439	\$ 3,556,439	100%	\$ 3,481,771	\$ 3,481,771	\$ (74,668)	100%	\$ 612
6	247	Cherokee	448	65%	\$ 1,183,410	\$ 1,183,410	100%	\$ 1,183,410	\$ 1,183,410	\$ -	100%	\$ 2,642
7	248	Girard	976	42%	\$ 1,552,876	\$ 1,225,330	79%	\$ 1,257,850	\$ 1,257,850	\$ 32,520	100%	\$ 1,289
8	253	Emporia	4,187	58%	\$ 6,197,500	\$ 3,905,190	63%	\$ 4,085,440	\$ 4,085,440	\$ 180,250	100%	\$ 976
9	257	Iola	1,104	56%	\$ 3,034,259	\$ 1,653,106	54%	\$ 2,723,802	\$ 2,723,802	\$ 1,070,696	100%	\$ 2,468
10	294	Oberlin	355	50%	\$ 644,532	\$ 17,000	3%	\$ 644,532	\$ 644,532	\$ 627,532	100%	\$ 1,814
11	298	Lincoln	318	58%	\$ 554,985	\$ 382,600	69%	\$ 437,044	\$ 437,044	\$ 54,444	100%	\$ 1,374
12	309	Nickerson	1,031	51%	\$ 1,626,091	\$ 1,346,402	83%	\$ 1,544,002	\$ 1,544,002	\$ 197,600	100%	\$ 1,498
13	364	Marysville	747	48%	\$ 1,133,465	\$ 351,936	31%	\$ 1,126,465	\$ 1,126,465	\$ 774,529	100%	\$ 1,508
14	388	Ellis	376	33%	\$ 419,903	\$ 395,060	94%	\$ 416,090	\$ 416,090	\$ 21,030	100%	\$ 1,107
15	394	Rose Hill Public Sch	1,493	28%	\$ 1,164,911	\$ 1,150,357	99%	\$ 1,164,911	\$ 1,150,357	\$ -	99%	\$ 771
16	398	Peabody-Burns	202	56%	\$ 358,433	\$ 320,000	89%	\$ 333,600	\$ 333,600	\$ 13,600	100%	\$ 1,656
17	402	Augusta	1,984	37%	\$ 2,192,381	\$ 2,144,516	98%	\$ 2,185,519	\$ 2,185,519	\$ 41,003	100%	\$ 1,101
18	408	Marion-Florence	463	44%	\$ 606,625	\$ 366,244	60%	\$ 420,126	\$ 420,126	\$ 53,888	100%	\$ 908
19	420	Osage City	674	46%	\$ 1,116,436	\$ 885,632	79%	\$ 928,577	\$ 928,577	\$ 42,945	100%	\$ 1,378
20	422	Kiowa County	248	30%	\$ 332,675	\$ 222,267	67%	\$ 332,675	\$ 332,675	\$ 110,408	100%	\$ 1,344
21	434	Santa Fe Trail	968	45%	\$ 1,367,970	\$ 1,131,970	83%	\$ 1,367,970	\$ 1,367,970	\$ 236,000	100%	\$ 1,413
22	482	Dighton	224	45%	\$ 278,253	\$ 176,779	64%	\$ 278,253	\$ 278,253	\$ 101,474	100%	\$ 1,242
23	490	El Dorado	1,823	58%	\$ 3,372,166	\$ 3,372,166	100%	\$ 2,887,309	\$ 2,887,309	\$ (484,857)	100%	\$ 1,584
24	499	Galena	769	60%	\$ 1,902,935	\$ 1,529,935	80%	\$ 1,902,935	\$ 1,902,935	\$ 373,000	100%	\$ 2,476
25	503	Parsons	1,243	73%	\$ 4,663,635	\$ 3,670,993	79%	\$ 3,895,993	\$ 3,895,993	\$ 225,000	100%	\$ 3,135
26	511	Attica	163	54%	\$ 246,039	\$ 176,039	72%	\$ 246,039	\$ 246,039	\$ 70,000	100%	\$ 1,514
<b>Total</b>			<b>29,006</b>	<b>46%</b>	<b>\$ 42,798,911</b>	<b>\$ 33,863,801</b>	<b>79%</b>	<b>\$ 37,952,810</b>	<b>\$ 37,938,256</b>	<b>\$ 4,074,455</b>	<b>100%</b>	<b>\$ 1,308</b>

1. Includes the number of non-weighted, non-virtual full-time equivalent (FTE) students in the 2020-2021 school year (part-time students are accounted for to the nearest tenth). Students who transitioned to remote learning due to COVID-19 (remote learners) are included in the FTE totals.

2. Reflects the percent of student headcount approved for free or reduced-price lunch in the 2020-2021 school year.

# ESSER III APPLICATION FOR D0103

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>
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	\$280,789	\$0	\$280,789	Approved Total	\$101,000
Amount Left	\$85,000	\$0	\$85,000	Amount Still Needed	\$0
In Review Total	\$65,000	\$0	\$65,000	In Review Total	\$0
Amount Left	\$20,000	\$0	\$20,000	Amount Still Needed	\$0

## Line Items

ID	Allocation Type	Learning Loss	Function Code	Object Code	Allowable Use	Total Expenditures	Status
103-3-0005	Direct	False	2600	700	13	\$15,000	Task Force Review
103-3-0006	Direct	False	2600	700	13	\$50,000	Task Force Review
103-3-0008	Direct	False	1000	110	12	\$10,000	Approved
103-3-0009	Direct	True	2600	735	12	\$6,000	Approved
103-3-0010	Direct	True	1000	610	12	\$45,000	Approved
103-3-0001	Direct	False	1000	110	12	\$29,789	Approved
103-3-0002	Direct	True	1000	110	11A	\$50,000	Approved
103-3-0003	Direct	False	1000	736	9	\$50,000	Approved
103-3-0004	Direct	False	2720	732	15	\$90,000	Approved

## Line Item Details

Line Item ID: 103-3-0005

**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**

Operation/Maintenance

**Account Number**

61-2600-700-00

**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**

Purchase and installation of dishwasher for cafeteria to address public health protocols of sanitation. This is a permanent fixture in the cafeteria for all K-12 students.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$15,000
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$15,000</u>

**Status**

Task Force Review

**Line Item Comment from KSDE**

Allowable if meets CDC guidelines.

Line Item ID: 103-3-0006

**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**

Operation/Maintenance

**Account Number**

61-2600-700-00

**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**

purchase and installation of self-flushing stools and touchless water faucets to address public health protocols of sanitation

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$50,000**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$50,000**Status**

Task Force Review

**Line Item Comment from KSDE**

Allowable if meets CDC guidelines.

Line Item ID: 103-3-0008



**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**

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 \$200 to address additional staffing requirements based on COVID, such as cleaning and student social/emotional needs that hinder education in the classroom.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
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<b>Budgeted Expenditures in SFY 2022</b>	\$0
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<b>Budgeted Expenditures in SFY 2023</b>	\$10,000
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<b>Budgeted Expenditures in SFY 2024</b>	\$0
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<b>Total Expenditures</b>	<u>\$10,000</u>
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**Status**

Approved

**Line Item Comment from KSDE**

New Line Item

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

<b>Budgeted Expenditures in SFY 2021</b>	\$0
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<b>Budgeted Expenditures in SFY 2022</b>	\$0
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<b>Budgeted Expenditures in SFY 2023</b>	\$6,000
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<b>Budgeted Expenditures in SFY 2024</b>	\$0
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<b>Total Expenditures</b>	<u>\$6,000</u>
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**Status**

Approved

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.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$45,000
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$45,000</u>

**Status**

Approved

**Line Item Comment from KSDE**

Please provide more detail on what curriculum will be purchased and what subgroups will be targets.

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.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$29,789
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$29,789</u>

**Status**

Approved

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.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$50,000
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$50,000</u>

**Status**

Approved

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

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$50,000
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$50,000</u>

**Status**

Approved

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

<b>Budgeted Expenditures in SFY 2021</b>	\$0
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<b>Budgeted Expenditures in SFY 2022</b>	\$0
--	-----

<b>Budgeted Expenditures in SFY 2023</b>	\$90,000
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<b>Budgeted Expenditures in SFY 2024</b>	\$0
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<b>Total Expenditures</b>	<u>\$90,000</u>
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**Status**

Approved

**Line Item Comment from KSDE**

This requires prior approval with the Equipment Purchase Form this can be found at Form 9-311-166 (ksde.org)

# ESSER III APPLICATION FOR D0204

Status  
Approved

## KSDE Application Comments

## Current Directory Information

<b><u>District</u></b>	<b><u>Address</u></b>	<b><u>Mail Address</u></b>
Bonner Springs	2200 S 138th Street, Bonner Springs, KS 660120435	P O Box 435, Bonner Springs, KS 660120435
<b><u>Superintendent Name</u></b>	<b><u>Superintendent E-mail Address</u></b>	<b><u>Superintendent Phone Number</u></b>
Daniel Brungardt	brungardtd@usd204.net	(913) 422-5600

## Authorized Representative of the District Information

<b><u>Name</u></b>	<b><u>Position of Title</u></b>	<b><u>E-mail Address</u></b>	<b><u>Phone Number</u></b>
Rick Moulin	Assistant Superintendent	moulinr@usd204.net	(913) 961-2554
<b><u>Other District Representative 1 - Name</u></b>		<b><u>Other District Representative 1 - E-mail Address</u></b>	
brungardtd@usd204.net		brungardtd@usd204.net	
<b><u>Other District Representative 2 - Name</u></b>		<b><u>Other District Representative 2 - E-mail Address</u></b>	
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	\$3,450,558	\$0	\$3,450,558	Approved Total	\$1,677,045
Amount Left	\$431,554	\$0	\$431,554	Amount Still Needed	\$0
In Review Total	\$323,067	\$0	\$323,067	In Review Total	\$210,867
Amount Left	\$108,487	\$0	\$108,487	Amount Still Needed	\$0

## Line Items

ID	Allocation Type	Learning Loss	Function Code	Object Code	Allowable Use	Total Expenditures	Status
204-3-0021	Direct	True	1000	641	12	\$79,200	Task Force Review
204-3-0022	Direct	True	1000	650	12	\$11,667	Task Force Review
204-3-0023	Direct	False	2410	300	16	\$112,200	Task Force Review
204-3-0024	Direct	True	1000	121	16	\$120,000	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
204-3-0005	Direct	True	2212	653	12	\$62,678	Approved
204-3-0006	Direct	True	2212	110	12	\$194,865	Approved
204-3-0007	Direct	True	1000	111	11A	\$273,000	Approved
204-3-0008	Direct	False	1000	569	12	\$142,128	Approved
204-3-0009	Direct	False	1000	110	16	\$550,000	Approved
204-3-0010	Direct	False	2000	100	16	\$202,000	Approved
204-3-0011	Direct	False	3100	100	16	\$50,000	Approved
204-3-0012	Direct	True	1000	619	11A	\$11,502	Approved
204-3-0013	Direct	False	2130	100	10	\$93,000	Approved
204-3-0014	Direct	False	2134	100	16	\$164,253	Approved
204-3-0015	Direct	True	1000	653	12	\$120,000	Approved
204-3-0016	Direct	True	1000	150	11B	\$200,000	Approved
204-3-0017	Direct	True	2210	110	12	\$760,000	Approved
204-3-0018	Direct	False	1000	150	12	\$27,648	Approved
204-3-0019	Direct	False	1000	150	12	\$31,104	Approved
204-3-0020	Direct	False	1000	151	12	\$12,600	Approved

## Line Item Details

Line Item ID: 204-3-0021

**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**

Decodable Text

**Account Number**

07 1000 641

**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**

Because of the pandemic, students access to early reading was negatively impacted. The district will purchase 36 classroom sets of early reading decodable texts. The cost is \$2200 per set for a total of \$79,200. Using decodable texts can be a powerful tool for supporting early reading development in kindergarten, 1st grade, and 2nd grade students. They provide a structured and systematic approach to building phonics and phonemic awareness skills, while also supporting vocabulary development and independent reading habits.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
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<b>Budgeted Expenditures in SFY 2022</b>	\$0
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<b>Budgeted Expenditures in SFY 2023</b>	\$0
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<b>Budgeted Expenditures in SFY 2024</b>	\$79,200
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<b>Total Expenditures</b>	\$79,200
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**Status**

Task Force Review

**Line Item Comment from KSDE**

New Line Item

Line Item ID: 204-3-0022

**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**

Ozobots/BeeBots

**Account Number**

07 1000 650

**Function Code**

1000 - Instruction

**Object Code**

650 - Supplies-Technology Related

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

As students returned to full time in-person instruction, the importance of student engagement became even more evident. After collaborating with our District Leadership Team and reviewing walkthrough data, motivation and engagement are areas requiring instructional adjustments. The district will purchase Ozobots and Beebot mats in elementary schools to help students improve their problem-solving skills, develop creativity and imagination, improve spatial awareness, and encourage collaboration. These skills are essential for success in academic disciplines and careers, making these tools highly valuable for young students. Student engagement is critical for effective learning as it increases motivation, improves participation, and leads to better retention of information. When students are engaged, they are more likely to ask questions, share ideas, and take ownership of their learning, leading to better academic outcomes. It is therefore essential for educators to create a learning environment that fosters student engagement and encourages students to actively participate in the learning process. The district will purchase 3 classroom kits of Ozobots at the rate of \$2990 for a total of \$8970. The district will purchase 54 Beebot mats for \$49.95 and a total of \$2697.30. The total cost of the Ozobots and Beebot mats is \$11,667.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$11,667
<b>Total Expenditures</b>	\$11,667

**Status**

Task Force Review

**Line Item Comment from KSDE**

New Line Item

Line Item ID: 204-3-0023

**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**

ProCare School Psychologist

**Account Number**

07E 2140 300 0000 912

**Function Code**

2410 - Office of the Principal Services

**Object Code**300 - PURCHASED PROFESSIONAL  
AND TECHNICAL SERVICES**Allowable Use**16 - Other activities necessary to  
maintain LEA operations and services  
and employ existing LEA staff.**Please describe the expenditures within the account and how they will address a COVID-19 need**

There is a shortage in school psychologist and the district was receiving services through zoom. The district will contract with an outside agency to hire an in-person school psychologist. The cost of the service is \$88 per hour for a minimum of 37.5 hours per week. The cost is approximately \$660 per day. We would use this individual for approximately 170 school days for a total cost of \$112,200.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$112,200**Total Expenditures** \$112,200**Status**

Task Force Review

Line Item ID: 204-3-0024

**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**

College and Career Advocate

**Account Number**

07 E 2122 217 2000 912

**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**

Previously Approved: College and Career advocate 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** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$55,000**Budgeted Expenditures in SFY 2024** \$65,000**Total Expenditures** \$120,000**Status**

Task Force Review

**Line Item Comment from KSDE**

Approved for SFY 2021.

**Allocation Type**

Direct Allocation

**Is this 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.

<b>Budgeted Expenditures in SFY 2021</b>	\$400,000
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$400,000</u>

**Status**

Approved

**Allocation Type**

Direct Allocation

**Is this 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.

<b>Budgeted Expenditures in SFY 2021</b>	\$35,780
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$35,780</u>

**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

**Budgeted Expenditures in SFY 2022** \$0

**Budgeted Expenditures in SFY 2023** \$0

**Budgeted Expenditures in SFY 2024** \$0

**Total Expenditures** \$65,000

**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

**Budgeted Expenditures in SFY 2022** \$0

**Budgeted Expenditures in SFY 2023** \$0

**Budgeted Expenditures in SFY 2024** \$0

**Total Expenditures** \$55,000

**Status**

Approved

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 Code**2212 - Instruction and Curriculum  
Development Services**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**

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.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$62,678
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$62,678</u>

**Status**

Approved

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 Code**2212 - Instruction and Curriculum  
Development Services**Object Code**

110 - Regular Certified Salaries

**Allowable Use**12 - Addressing learning loss among  
students, including vulnerable  
populations.**Please describe the expenditures within the account and how they will address a COVID-19 need**

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.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$96,865
<b>Budgeted Expenditures in SFY 2024</b>	\$98,000
<b>Total Expenditures</b>	<u>\$194,865</u>

**Status**

Approved

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.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$91,000
<b>Budgeted Expenditures in SFY 2023</b>	\$91,000
<b>Budgeted Expenditures in SFY 2024</b>	\$91,000
<b>Total Expenditures</b>	<u>\$273,000</u>

**Status**

Approved

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.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$46,128
<b>Budgeted Expenditures in SFY 2023</b>	\$48,000
<b>Budgeted Expenditures in SFY 2024</b>	\$48,000
<b>Total Expenditures</b>	<u>\$142,128</u>

**Status**

Approved

Line Item ID: 204-3-0009

**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**

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.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$275,000
<b>Budgeted Expenditures in SFY 2024</b>	\$275,000
<b>Total Expenditures</b>	\$550,000

**Status**

Approved

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**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$101,000**Budgeted Expenditures in SFY 2024** \$101,000**Total Expenditures** \$202,000**Status**

Approved

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.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$25,000
<b>Budgeted Expenditures in SFY 2024</b>	\$25,000
<b>Total Expenditures</b>	\$50,000

**Status**

Approved

Line Item 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.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$1,502
<b>Budgeted Expenditures in SFY 2023</b>	\$5,000
<b>Budgeted Expenditures in SFY 2024</b>	\$5,000
<b>Total Expenditures</b>	<u>\$11,502</u>

**Status**

Approved

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.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$45,000
<b>Budgeted Expenditures in SFY 2024</b>	\$48,000
<b>Total Expenditures</b>	\$93,000

**Status**

Approved

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.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$6,253
<b>Budgeted Expenditures in SFY 2023</b>	\$78,000
<b>Budgeted Expenditures in SFY 2024</b>	\$80,000
<b>Total Expenditures</b>	\$164,253

**Status**

Approved

**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.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$60,000
<b>Budgeted Expenditures in SFY 2024</b>	\$60,000
<b>Total Expenditures</b>	<u>\$120,000</u>

**Status**

Approved

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.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$100,000
<b>Budgeted Expenditures in SFY 2024</b>	\$100,000
<b>Total Expenditures</b>	<u>\$200,000</u>

**Status**

Approved

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.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$375,000
<b>Budgeted Expenditures in SFY 2024</b>	\$385,000
<b>Total Expenditures</b>	<u>\$760,000</u>

**Status**

Approved

Line Item ID: 204-3-0018

**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**

LETRS Training

**Account Number**

07 1000 0000 912 150

**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**

Teachers are participating in LETRS training to acquire more knowledge about the science of reading, address learning loss, and provide early interventions for struggling readers. 8 teachers in the district are participating and would be compensated for time outside of the contract day at the rate of \$36 per hour. They would work 96 hours outside of the contract day for a total of \$3,456 per person for a total of \$27,648. These individuals will train other teachers in the district.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$27,648
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$27,648</u>

**Status**

Approved

**Line Item Comment from KSDE**

New Line Item

Line Item ID: 204-3-0019

**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**

LETRS Training

**Account Number**

07 1000 0000 912 150

**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**

Teachers are participating in LETRS training to acquire more knowledge about the science of reading, address learning loss, and provide early interventions for struggling readers. 8 teachers in the district are participating during the 2022-2023 school year and were approved to be paid through the ESSER III grant, line 18. We are requesting an additional 9 teachers participate during the 2023-2024 school year. The teachers would be compensated for time outside of the contract day at the rate of \$36 per hour. They would work 96 hours outside of the contract day for a total of \$3,456 per person for a total of \$31,104. These individuals will train other teachers in the district.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$31,104
<b>Total Expenditures</b>	\$31,104

**Status**

Approved

Line Item ID: 204-3-0020

**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**

Pacing Guide Curriculum

**Account Number**

07 1000 0000 150 912

**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**

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. USD 204 purchased a Software program through ESSER funds, line item 03, to house our Curriculum pacing guides. The next step, is to have grade level teachers update the pacing guides, looking at curriculum from a vertical and horizontal lens. Teachers will collaborate during the summer to facilitate updated pacing guides for the 2023-2024 school year. We anticipate approximately 50 teachers participating in the two week curriculum planning in June. Each teacher would receive \$36 per hour for 7 hours for a total of \$12,600.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
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<b>Budgeted Expenditures in SFY 2022</b>	\$0
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<b>Budgeted Expenditures in SFY 2023</b>	\$12,600
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<b>Budgeted Expenditures in SFY 2024</b>	\$0
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<b>Total Expenditures</b>	<u>\$12,600</u>
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**Status**

Approved

# ESSER III APPLICATION FOR D0206

Status  
Approved

## KSDE Application Comments

KSDE has not confirmed the ESEA Evidence level for 20% set aside activities. Each district is responsible for documenting the evidence base and verifying that it meets the Evidence Based criteria as defined in ESEA. Please retain a link to the evidence that you are basing this on and which tiers of evidence it meets for future monitoring. Please see this link for more details <https://ies.ed.gov/ncee/wwc/essa>

## Current Directory Information

<b><u>District</u></b>	<b><u>Address</u></b>	<b><u>Mail Address</u></b>
Remington-Whitewater	110 S Main, Whitewater, KS 67154	Box 243, Whitewater, KS 67154
<b><u>Superintendent Name</u></b>	<b><u>Superintendent E-mail Address</u></b>	<b><u>Superintendent Phone Number</u></b>
Joe Gerber	jagerber@usd206.org	(316) 799-2115

## Authorized Representative of the District Information

<b><u>Name</u></b>	<b><u>Position of Title</u></b>	<b><u>E-mail Address</u></b>	<b><u>Phone Number</u></b>
Martina Bumm	Business Manager/Board Clerk	mjbumm@usd206.org	(316) 799-2115
<b><u>Other District Representative 1 - Name</u></b>		<b><u>Other District Representative 1 - E-mail Address</u></b>	
Joe Gerber		jagerber@usd206.org	
<b><u>Other District Representative 2 - Name</u></b>		<b><u>Other District Representative 2 - E-mail Address</u></b>	

## Plan for Safe Return

Please paste a direct link of your school district's safe return plan that is posted on your website.

<https://www.usd206.org/documents-and-publications/covid-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 206 used all the CARES, SPARKS, and ESSER funding to make it through the 2020.21 and 2021.22 school years. With all the implementations during 2020.2021, 2021.22, and now into the 2022.23 school years, we wanted to make sure we impacted student learning to the best of our ability when using the ESSER funding. For example, additional custodians were hired and an additional school nurse. The major responsibility of the additional school nurse includes testing and prevention of covid and covid spread, communicating with families about how to proceed, and answering any questions from staff and community members. Through a Kansas Department of Health and Environment grant, we have been able to fund some of these endeavors. We would like to continue to utilize ESSER III funds for some safety measures including air quality, but most ESSER I and ESSER II funding was used on staffing, retention, and supplies like masks, gloves, and sanitizer. In addition, an outdoor classroom at our elementary school was a major expense. The district recognized the benefits of this as we worked through last year. And the Remington BOE accepted the proposals.

That being said, we will need to spend some of our ESSER III funds towards retention of staff, learning loss of students, HVAC upgrades that the KDHE grant doesn't cover, outdoor classroom continued expenses, an interventionist, a counselor, and targeted classroom expenditures such as anatomy of clay in our science class at the high school. Making sure students have adequate spacing (outdoor classroom) has been a priority which is why that project has already started.

The interventionists, like our school nurses and having three counselors in a district our size and an interventionist that focuses on students who are behind and the ongoing effects of covid, are very important pieces of our puzzle. Although USD 206 has been blessed to be face to face during most of the pandemic, our students were still impacted academically and socio-emotionally. Therefore, the interventionists are proactively planning how our district is planning to target those students not reaching benchmark. We will be able to gauge this school year if our interventionists are working, and continue that for another year, or even two, depending on what the data says. We use a variety of data, but specifically FastBridge helps us monitor growth of students while comparing them throughout the district, state, and nation. The board reviewed our reopening plan monthly last year and recently implemented new covid guidelines, making safety decisions as we go, based on the data. We also implemented premium/retention pay/hazard pay for staff. This may be a direction we go in the future as well. We lost several teachers and staff last year and it is very important that we continue doing the best we can to retain staff. One of the strategies to do that is retention/premium pay.

## Stakeholder Engagement

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Engaging in Meaningful Consultation with Stakeholders (Please describe the ways you meaningfully consulted with each group listed below as part of the development of the district ESSER III Plan)

### Students

The most important stakeholder in any school or district is students. One of the benefits of being a smaller district (around 450 students) is that we have great relationships with our students. We are constantly reaching out to our students to receive input.

At the end of 2020.21, students were given a survey about preferences of school, specifically if they prefer full face to face, hybrid, or remote, and why. The survey was sent to all groups via email, social media, and hard copy. In addition to the quantitative data, many of the groups were interviewed for qualitative input. Both forms were given on various days/times in order to aide input. This will continue to happen as we work through the pandemic. Our plan for 2021-22 was built around this. We focused on providing the students with only face to face education, because this is what the students and patrons wanted and we knew we could do so safely. Students wanted to be in school full time. So, our plan called for face to face instruction.

We also know from the data collected that covid negatively impacted students academically and social emotionally. USD 206 has made a commitment, even through declining enrollment, to having a counselor in each building. This is no small investment, but it was based on the needs of students and the thought that the funding necessary for such a venture would be there. This was used with the general budget, and shows how invested the BOE and staff is when meeting the needs of students. This is why the majority of our ESSER III funds will be used to close the achievement gap and help with learning loss among our students. This was the funding used for interventionists (an interventionist, nurses, counselor) which we plan on utilizing for 3 years if the data supports this. In addition, we have some high school leadership groups we can receive important information for guidance from as we work through this year.

We have good input and data supporting our current plan, but we will want to receive continual input from our students and patrons. Another stakeholder has been staff. Beginning in August 2021, all district staff was educated regarding ESSER. In addition, all district staff was asked for input regarding ESSER fund usage. This process took place face to face during professional development meetings at the beginning of the year and once again at the beginning of the 2022.23 school year. All district staff was provided time professionally and sent additional communications through email and their local building leadership teams asking for input. All information was gathered via a google document and followed up on at our last professional development day (9.20.22).

The public has been provided several opportunities as well. One example - ESSER funding has appeared multiple times on our BOE agendas. In July 2022, one agenda item was named, "Solicitation for public input for ESSER fund usage." As a result, we have received public input.

As stated above, students are obviously our most important stakeholder. It cannot be overemphasized that our staff truly knows our students – therefore, when discussing use of ESSER funds, our administrators and teachers spoke directly to students and inquired as to how funds should be used. These conversations were ongoing. But one of the most direct ways we received input was going to our student council at Remington High School the 1st Semester of 2022. It was explained to student council what ESSER funds were, the possibilities for usage, and where to go for more information. Student Council was asked to solicit input from the student body. Upon completing this process, student council had a meeting with the superintendent and reported the following use for ESSER funds: cameras on computers, attendance incentives for athletic events, speed of computers, newer technology, new towels, paper towels in bathrooms, disgusting hand dryers, pest control, therapy dog, new carpets in classrooms and flooring throughout, paved parking lot, better ventilation in certain locations, new whiteboards, keeping teachers that we have.

As Remington Middle School, KAY club had the same process as student council at RHS. The superintendent then met with KAY, just like student council at RHS. We received the following feedback from the students at RMS for use of ESSER funds: therapy dog, heating/air in the locker rooms for the boys and girls, water bottle filling stations in two places, carpeting in a classroom, weight room equipment replacement, painting parts of the gym, keeping our teachers "happy", and keeping our counselor and nurses.

## **Families**

One way we have reached out to parents was making sure we talked to them about the last two years. Parents, through showing up a BOE meetings and emailing/calling/face to face contact have indicated strong support for remaining in a face to face setting and supporting teaching staff needs. Over 70 parents and patrons came to a Board of Education meeting in August 2021 and spoke for over 45 minutes during the public comment portion of the meeting. Well over 90% of those parents and patrons who emailed, called, or showed up at the Board of Education meeting were in favor of face to face school and spoke strongly against mandates. We did find out parents want their students in school as much as possible. So, our goal is to be proactive and take precautions to keep students within the face to face setting as much as possible. Additional parent inquiry was made via a survey this past Fall during parent teacher conferences. The survey was sent to all groups via email, social media, and hard copy. Participation through the survey was disappointing, but the parents who did

participate provided valuable data in terms of how we should proceed. It could be that parents are simply "surveyed out" as they routinely reach out to our administrators and staff and Board of Education. They are engaged, but engaged in a more traditional sense.

In addition to the quantitative data, many of the groups were interviewed for qualitative input. Both forms will be given on various days/times in order to aide input. This will continue to happen as we work through the pandemic. Lastly, several big aspects of our plan revolved around parent input. Parents appreciated the hard work during the 2020.21 school year and the 2021.22 school year. They prefer students are in school all day every day. In addition, it was unanimous across all stakeholders (according to the previous superintendent) that USD 206 did not want summer school, but we will survey that again during the 2022.23 school year. All groups have supported the use of interventionists (an interventionist, counselors, nurse) at the secondary level, when these interventionists have already been shown to make a positive impact. The district didn't want to start something new, when we were currently doing something that worked for our demographics. We are just adding to this and making it stronger. We will continue to survey parents as we move through this pandemic together. The data will guide our decisions as we move forward.

Surveys were sent to parents and patrons alike. RHS received 24 responses to their survey, but had 79% attendance at parent-teacher conferences where administrators and staff spoke with parents. RMS received 25 responses to their survey and above 80% attendance at PT conferences, and RES received 32 responses to their survey and had better than 90% of parents at PT conferences. The number of parents at conferences is important to note as administrators had personal conversations with many parents regarding ESSER at the conferences. The results were mixed, but it is clear retention was supported.

As far as surveys to parents, we had Remington Elementary, Remington Middle, and Remington High School all send surveys to parents. The intent of the survey was to gauge how we are doing among other questions. The response from parents completing the surveys was disappointing, but we attributed that to parents being "surveyed out" the last couple of years. RES had 32 parent responses, RMS had 25 parent responses, and RHS had 24 parent responses. Some of the specific comments and highlights from those surveys:

RES: 78% of respondents said that RES "provides a diverse, equitable, and inclusive education for all students." One parent commented, "I would like to see more guest speakers and programs put into the school. More exposure to the arts (theatre, music, art, dance, poetry, metal work, wood work, sewing, etc.) and careers that are "outside" of the box. Exposure to and appreciation of culture, agriculture (and other sciences), history, food, exercise, financial education. I would LOVE for their to be an art program put into the elementary school." Another parent said, "Love -outdoor learning environment -emphasis on character development reading lots of books in the classroom (teacher and student read) -leadership and mentor opportunities for students, -opportunities to interact with other parents and families -increasing play opportunities on the playground -counselor meetings with groups of kids -teachers making relationships with students -stem manipulatives available Areas of improvement -I'd love to see more sports equipment available - (jump ropes, volleyballs, soccer balls, bouncy balls for recess) -more food choices available at lunch -less screen time during free time."

RMS: 60% of respondents "strongly agreed" with the following statement: "RMS cultivates a positive learning environment that meets the unique learning needs of each student." Another 36% agreed with that statement as well. One parent stated, "Is there a way to know what students are working on with Twix or the social emotional stuff? I'm sure there are great things happening, but I struggle to be able to follow up with my student on that stuff because she doesn't fill me in. Just a brief something in the principal letter with the character trait or something would be great."

RHS: 54% of respondents "strongly agreed" that "RHS cultivates a positive learning environment that meets the unique learning needs of each student." Another 29% "agreed" with the statement. One parent stated, "I know it is money, but a mental health counselor would be nice. I am surprised at what teens go through in life today." Another parent stated, "More classes offered, business, nursing, etc." and another parent wrote, "Sometimes the kids don't have time to do work because the teachers talk all through class and sometimes life is so busy at home they don't have time to do homework more classroom time to do homework would help."

Being a smaller district, USD 206 was able to create our return plan together. There were various small groups and individuals met with during the creation of the initial plan. The document last year, which was a working document (USD 206 Covid Guidelines) was created by administration, with input from students, families, County Health Officials, USD 206 nurses, and the District Administrative Leadership Team. The District Leadership Team is comprised of our staff across the board PK-12. One step further, the administration then asked for BOE approval, which was unanimous, with intentions of making any changes month to month, as we navigated through 2021.2022. Special Education staff was communicated with along the way. The current plan benefits all students, including our most at-risk populations. The plan is revisited on a frequent basis by our Board of Education and stakeholder groups. Significant changes occurred to the document at the September 2022 BOE meeting – that document is on our website. Our nursing staff is committed to making sure they pass along the latest knowledge available to stakeholders and stand ready to advise stakeholders across the entire district. The USD 206 superintendent meets monthly with all Butler County superintendents through the Butler County Special Education Cooperative and a frequent topic of conversation during the 2021.22 school year was managing covid for not only our special education students and staff, but all students and staff.

As far as use of funds, USD 206 administrators have had numerous meetings which have focused on how the funds should be used. Making sure we have had conversations with all stakeholders was of definite importance. The priority of the administration, which includes three principals and the superintendent along with the special education cooperative, was retaining the staff we have. Among USD 206 administrators, not only was retention very important, but making improvements to HVAC with air quality and the outdoor classroom at RES were all priorities. Principals in particular spoke of the importance of having a counselor at each building which has been possible due to the influx of funding.

**Teachers, Principals, School leaders, other Educators, School Staff and their Unions**

The stakeholders listed in this group – teachers, principals, school leaders, other educators, school staff, and their unions – have been included each step of the way in our ESSER process. All USD 206 staff have been kept up to date through Back to School presentations in August 2021 and again in August 2022 which explained what ESSER was, what funding could be used for, and solicited feedback by going directly to the superintendent or through their supervisors and especially through the collaborative process of asking colleagues. Staff were encouraged to ask questions and brainstorm ways for the funding to be used.

A google doc was continuously added to, with access granted to all district staff. Any district staff member was allowed to add to the google doc. In fact, they were strongly encouraged to do so as we realize one of our greatest assets is our educators who typically come up with some of the best ideas of how money should be spent as they are closest to the students. Administrators continuously review the document and one of the ways district staff asked for clarification was through their local Building Leadership Teams. We also gave time during professional development days to brainstorm ways for the funding to be used and to ask questions about the funding. Our district administrative team has kept ESSER funding on the front burner of our twice a month administrative meeting.

Input received included the following: expanding summer school learning opportunities including tutoring, digital technology tools that might assist in learning loss, investing in PD that focuses on learning loss and how to deal with learning loss, expanding after school extra-curricular opportunities, expanding early childhood opportunities, water bottle "touchless" stations, and anatomy of clay and sensor purchases for Science. In addition, our Media Class enrollment at the high school has doubled in the last few years. We have asked this class to create and maintain the district website. This group of teachers asked that the website with bi-weekly or monthly news/video additions to the site to keep parents up to date on sports, activities, and events while creating a real-world experience for my students in the media field. The teachers thought that this investment in the program would fall under "digital technology tools." Furthermore, these teachers added that, "If we incorporate an event filming crew for game/concert event highlights, it could also fall under expanding after-school extra-curricular opportunities" as well. They also said that this idea may serve a dual purpose. 1. alleviate the lack of higher quality computer-to-student ratio and 2. Grow the media program while allowing my students the tools and experiences they would have in the corporate communication/media industry.

The Remington Educators Association President was spoken to directly by the superintendent about ESSER funding via ongoing direct conversations. She said that retention funding was a major priority and was something discussed extensively through the negotiations process. The REA President was kept abreast as to all considerations and asked questions about where the funding was going all the way through the process. REA was a strong supporter of anything that would ensure better pay for teachers along with better tools for teachers in their quest to educate students as best possible.

Another example was having ESSER funding on the monthly transportation meeting agendas. Our bus drivers and other members of our transportation department discussed ESSER funding and asked questions. They were already familiar with ESSER funding explanations from the August 2021 and August 2022 Back to School session on the State of the District.

## **Tribes**

We don't have any tribes. But we've made attempts to reach out to a family in our district who has a Native American student at Remington High School concerning the use of the funds. ESSER funding must be explained and directly soliciting their input and inviting them to come talk to me or other school representatives about ESSER is important. Unfortunately, the parents of the student did not attend parent teacher conferences, so the principal called the family and inquired about the use of ESSER funding. The family did not share any thoughts or suggestions, but did relay to the principal that the high school is doing a "good job" and she wanted to "think about the question of how to use ESSER funds. Upon completion of this report, she hasn't gotten back to us despite reaching out again via a phone call and an email. We looked forward to hearing her thoughts.

## **Civil Rights Organization including Disability Rights Organizations**

As the superintendent, I meet monthly with Butler County Superintendents who are a part of the Butler County Special Education Interlocal. This was a valuable time to get ideas. I meet twice a month with the administrative cabinet at USD 206, and we often times reach out to similar size districts for input and collaboration. I am also a part of the metro Wichita superintendents' group that meets once a month. These are innovative groups that help guide our district. Lastly, I have a mentor through Kansas Educational Leadership Institute mentor for the second year in a year. I work close with them during the decision-making process. I have also created a very supportive network with other superintendents that are part of the KELI group. I'm in contact with local law enforcement (Butler County Sheriff's Department) and meet with the Remington Community Foundation at least every other month. They have input into our processes and what we are doing. We will continue to seek input from all aspects of our demographics.

The superintendent reached out (telephone call) to the Kansas Action for Children to solicit input regarding use of ESSER funds. The person who answered the phone said they were "doing that last year" but didn't want to continue with it because it was time to consuming. However, when pressed on the issue, she responded that more family engagement and child nutrition were things that KAC advocated for in schools and thought ESSER funds should be used toward those priorities.

### **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**

Being a small district, we know our students. This greatly benefits us in this area as we know our families and their needs well. We have collaboration and involvement from local church organizations and other programs. Our teacher who works with our ESOL students, our counselors/nurses/principal who know are homeless population and other underserved students.... they have worked closely with us on ESSER funding. Special education staff has been communicated with all along. Our current plan benefits all students, including our most at-risk and underserved student populations.

In regard to ESOL students in USD 206 – we currently have 2 under observation at the high school, 2 under observation at the middle school, and 4 receiving services at our elementary school. I contacted our district coordinator and she said that "time is the biggest obstacle." She was most concerned about the students at the elementary school. We have ESOL certified teachers that the students at the elementary school are under.... but we need to get a little more contact minutes. Our coordinator stated that it is "challenging to test them before or after school" but she works with the teachers to make sure this is completed when necessary. This year, we are receiving ESOL funding from our consortium.... but she is concerned about next year. In regard to ESSER funding, she said that, "she doesn't have concerns there" other than what she previously stated but we need to make sure "more time built into teacher's schedules." She has discussed this with all of the principals. She stated that "students at the elementary school are going to need more help – do not have sufficient English skills from testing done in late September." She said that as a result of her talking to the principals, next semester is going to be a lot smoother. We reached out to some parents of ESOL students. One parent of an ESOL student encouraged showing a movie in our Historical Cinema Class and encouraged items for the booster club.

USD 206 reports 18 homeless students at this time. This is a significant number for a district our size. Our counselors report their needs being served at this time. We have coordinated with the Remington Area Foundation to provide funding for these students for some things – coats, shoes, bags, food needed, etc. In addition, the state covid grant assisted by providing funds for an additional nurse for our district who assists in serving these students' possible medical issues.

Making sure we inquire as how to best serve students with individualized education plans was also addressed. Our special education teacher at Remington High School reports 12 students with individualized learning plans. She reported feeling like "some people do not understand their struggles." She reports training other teachers in how her students learn best – training specifically in adaptations and modifications. She did report that iPads having the programs that students might need and may aide in closing the learning gap, teaching them how to use the technology. She reported a few students within the 12th percentile who were new to our district and who we do not know a lot about yet as to making sure we are addressing their needs.

Remington Middle School reports 24 IEPs. The RMS special education department reported feeling like, "my students are being served adequately." She did mention sensory items as a possibility and was going to explore those options. We would fund those regardless of the amount of ESSER we have left.

Remington Elementary School reports 29 IEPs. They report that the Outdoor Classroom has aided in provided a unique learning environment for all students and will provide sensory learning for all students as well. One area of improvement was making sure that we have the paraprofessionals needed to best serve students. It has been a major challenge for RES to keep special education paraprofessionals – retention pay "will only help."

Besides our staff, we reached out to April Hilyard, Director of the Butler County Special Education cooperative, of which USD 206 is a member. She stated that, "Based on the shared resources in the Interlocal, students are in their least restrictive

environment and students IEP targeted goals are being met. USD 206 is doing a good job serving these students, and their plan with ESSER funds addresses special education students."

We also reached out to some specific foster students within USD 206, specifically at the elementary school. Although we do not have many foster students and those we have are, of course, very transient, the foster parents we did talk to agreed with the importance of a counselor at RES - ESSER funds allows us to have a counselor in all three buildings.

USD 206 does not have any students who are incarcerated.

TFI was called and tried unsuccessfully to reach Rachele Roosevelt and Shay Collins. Kansas KIDS @ GEARUP was called as well and we talked to the scholarship coordinator. He said that they provide students will access to funds to go to college. and serve students 7th grade through college. He said a lot of their students need credit recovery. "When they bounce bounce, they lose credit. They need credit recovery programs." Also, he mentioned mentoring and tutoring is what their students need as well. "What is taught in one school may be different than what is taught in another school. They need help in getting caught up," said Richard Schwasinger. He agreed with our plan that counselors being at all three schools was, "very, very important at all school levels."

All three buildings have reached out to our students experiencing homelessness. At RES, they target kids for our backpack program. Of the four students that are classified as homeless, not all participate, but they are aware of the resources available. RES (all the buildings) also look for signs of need in kids--poor hygiene, dirty clothing or clothing that is too small or worn, lacking appropriate winter clothing like coats and gloves, or shoes that don't fit or are worn out. The parents contacted at RES about ESSER reported having their needs currently met. Once again, this shows the importance of continuing to fund programs already in place and personnel already in place which our plan does. RMS has assessed and will continue to assess the eight students on an ongoing basis within their building. RMS has partnered with community resources that includes: mental health center/services, DCF (financial assistance, guardianship assistance), Christmas wishes program, and Food 4 Kids program. Our counselor at RMS reports that the communication piece, the open dialogue with these students and their families, is the difference in whether or not we can accurately assess the needs of our students. This underscores the importance of using ESSER to continue funding our counselor at RMS. RHS reports working with students who are homeless on a very routine basis. The Remington Area Community Foundation recently (November 2022) contributed funds to assist these students and all three buildings have resources available to provide needs as they arise. All three schools also reported reaching out to families and students regarding use of ESSER funds. The results were mixed with most reporting that they did not receive replies from solicitation. From the students and families they contacted and received replies from, the students and families reported having their current needs met.

### **Provide the public the opportunity to provide input and take such input into account**

While devising the Return to School Plan for the 2021.22 school year, there were many groups contacted and included in discussions about the best plan moving forward. The returning district staff played an important part in the creation of the original document. After that, the working document was introduced to parents, still in draft phases, so input could be given, and that input was considerable. At the August 2021 Board of Education meeting, over 60 patrons and stakeholders showed up for the BOE meeting. After over 45 minutes of public comment, the BOE moved forward with our re-opening plan. In addition to the varied comments at the August 2021 board meeting, board members reported considerable amounts of communication regarding the re-opening plan. I received around 25 emails, phone calls, or in-person visits regarding the plan as well. This input from patrons was mostly adults, but we also had students who weighed in regarding the plan. This document continues to be a working document as we go through this school year. This is important as all stakeholders may provide us insight that we did not consider. We found that to be the case during the 2021.22 school year.

During this application, I've written and referenced our plan a lot. The reason for this is because of the correlation between how we use our ESSER funds, and our plan. The decisions we make, in part, are toward the plan. The funds allocated through ESSER will be for safety of students, staff, and patrons, retention of staff, and mitigating learning loss.

As far as surveys to parents, we had Remington Elementary, Remington Middle, and Remington High School all send surveys to parents. The intent of the survey was to gauge how we are doing among other questions. The response from parents completing the surveys was disappointing, but we attributed that to parents being "surveyed out" the last couple of years. RES had 32 parent responses, RMS had 25 parent responses, and RHS had 24 parent responses. Some of the specific comments and highlights from those surveys:

RES: 78% of respondents said that RES "provides a diverse, equitable, and inclusive education for all students." One parent commented, "I would like to see more guest speakers and programs put into the school. More exposure to the arts (theatre, music, art, dance, poetry, metal work, wood work, sewing, etc.) and careers that are "outside" of the box. Exposure to and

appreciation of culture, agriculture (and other sciences), history, food, exercise, financial education. I would LOVE for their to be an art program put into the elementary school." Another parent said, "Love -outdoor learning environment -emphasis on character development reading lots of books in the classroom (teacher and student read) -leadership and mentor opportunities for students, -opportunities to interact with other parents and families -increasing play opportunities on the playground -counselor meetings with groups of kids -teachers making relationships with students -stem manipulatives available Areas of improvement -I'd love to see more sports equipment available - (jump ropes, volleyballs, soccer balls, bouncy balls for recess) -more food choices available at lunch -less screen time during free time."

RMS: 60% of respondents "strongly agreed" with the following statement: "RMS cultivates a positive learning environment that meets the unique learning needs of each student." Another 36% agreed with that statement as well. One parent stated, "Is there a way to know what students are working on with Twix or the social emotional stuff? I'm sure there are great things happening, but I struggle to be able to follow up with my student on that stuff because she doesn't fill me in. Just a brief something in the principal letter with the character trait or something would be great."

RHS: 54% of respondents "strongly agreed" that "RHS cultivates a positive learning environment that meets the unique learning needs of each student." Another 29% "agreed" with the statement. One parent stated, "I know it is money, but a mental health counselor would be nice. I am surprised at what teens go through in life today." Another parent stated, "More classes offered, business, nursing, etc." and another parent wrote, "Sometimes the kids don't have time to do work because the teachers talk all through class and sometimes life is so busy at home they don't have time to do homework more classroom time to do homework would help."

TFI was called and tried unsuccessfully to reach Rachelle Roosevelt and Shay Collins. Kansas KIDS @ GEARUP was called as well and we talked to the scholarship coordinator. He said that they provide students will access to funds to go to college. and serve students 7th grade through college. He said a lot of their students need credit recovery. "When they bounce bounce, they lose credit. They need credit recovery programs." Also, he mentioned mentoring and tutoring is what their students need as well. "What is taught in one school may be different than what is taught in another school. They need help in getting caught up," said Richard Schwasinger. He agreed with our plan that counselors being at all three schools was, "very, very important at all school levels."

The public has been kept informed through BOE meetings as well. At the July 2022 board meeting, "Solicitation for input on use of ESSER III funds" was an agenda item. I explained what ESSER was and what ESSER III was, explained that we were seeking input (along with sharing how to share the input), shared our plan, etc. I also answered questions from the board and questions from patrons after the meeting. At other board meetings since that time, I have shared public input to date and answered questions from the board and others, and continued to seek guidance from all stakeholders. The board minutes are always available to patrons as well and are posted in a timely manner. The questions I have received revolved around what the funds could be used for. The patrons I have spoken with expressed support for our plan. In addition to board meetings, all three district site council meetings have met and the question of ESSER funds has been discussed and our plan shared. Their input has been varied, from providing updated technology to addressing HVAC concerns. Retention has been broadly supported.

The general public has been able to respond as to how they wanted ESSER funds used by coming to board meetings and expressing their approval or displeasure, through contacting their local board member and/or the superintendent or an administrator, through Site Council meetings held monthly at all three schools, through the surveys used by all three schools, and through consistent open dialogue with any administrator or school official about our plan. The results of feedback we have gained through this process: patrons have expressed support for the Outdoor Classroom at RES, counselors in all three buildings, addressing HVAC and air quality issues, and retaining high quality staff.

In addition, our community was encouraged to participate in a survey (available on our website: <https://www.usd206.org/usd-206/essser>). The public was notified of the survey via district social media posts, email, newsletter, and at the board meeting. At the March 20, 2023 board meeting, "ESSER III survey" was an agenda item and already has over 100 respondents. The BOE went through the survey results at this point in time and expressed a desire for the survey to continue to be promoted and remain open, but wanted to move forward with our priorities identified and supported by the public. Of the respondents thus far, support is there for the priorities that were put forth, particularly concerning retention of staff, socioemotional support for students, and the HVAC at RHS. The survey also included room for additional comments/suggestions.

## **Use of Funds for Learning Loss Set Aside and The Rest of The Allocation**



**Please briefly describe the impacts of COVID-19 on the district and its Pre-K through 12 students, including any relevant data where possible (e.g., cost impact, learning loss, emotional impact on students). If there has been a disproportionate impact on a special population in the district (e.g., students with disabilities, English Learners, students in foster care, students in poverty, etc.), please describe the impact and provide the number of Pre-K through 12 students in that population.**

Covid has affected USD 206 in very profound ways – some that we know and some we continue to learn about. Covid has affected all Remington learners. All students learned remotely for a time and the remote option posed many challenges. The teachers were limited in the restraints of the new learning style. The accountability of learning for our students and measuring their progress was difficult across the board. In addition, the socio-emotional impact was far-reaching. During part of the 2020-2021 school year, USD 206 chose to create a hybrid plan which kept students within the building as much as possible. Student learning data, social emotional needs, and parent input guided a hybrid plan. Successful in-person interventions were not implemented due to various constraints due to Covid. There were very few students who chose the remote option. Although the percentage fluctuated, it never went above 10 percent. In addition, quarantine situations impacted a majority of our students on and off throughout the entire school year. The affect of quarantine strongly impacted the social emotional needs of students, the administrative team, the board of education, and all USD 206 stakeholders. To mitigate the situation from a socio-emotional standpoint, USD 206 has three counselors – one in each building – in an attempt to help students who continue to recover from covid. This was used out of the general budget because the hire was meant to be long lasting and the district didn't want to rely on the ESSER funds, and we had other major needs for ESSER funding. However, although the needs continue, we have experienced low enrollment and we must consider using ESSER funds for counseling staff purposes.

USD 206 is and will continue the focus on three major areas through the use of ESSER III funding. Our primary focus will be the safety of all staff and students. In addition, our team is focusing on the learning loss which has impacted all students during this pandemic. And last, but not least, we will attempt to retain staff during a time of seemingly unprecedented amounts of educators leaving the field.

When looking at the safety of students we look at two areas. First, the material needs (masks, gloves, sanitizing, etc.), along with this we would like to look at some ventilation and health necessities. We have had an "ESSER custodian" during the pandemic at times to keep our buildings very clean and we continue trying to hire that person once again.

Through our USD 206 budget funds, we implemented an interventionist and long-term subs during the 2020-2021 school year. This helped our students achieve during the start of Covid-19. This focus is geared towards addressing learning loss among students. This is how USD 206 evolved to hire an interventionist and a counselor as well. The interventionist plays a positive role within the education of students with an emphasis on those who have fallen behind. The data was more pronounced at the high school level, but we understand that the learning gap between Kindergarten students and Pre-K remains intact.

Realizing this, USD 206 has chosen to use ESSER funding for additional interventionist to help with learning loss. We have witnessed first-hand how this counselor and interventionist has positively impacted our learning environment. Our district is still seeing on average about 40-50% of our students not meeting benchmark in reading and math. These students then qualify for some type of intervention. For USD 206 we will be hiring an interventionist and a counselor again this year. These two staff members will assist with the enhancement of academic programming, intervention planning, and most importantly providing explicit intervention support. The interventionist and counselor will be using a valid and reliable assessment and curriculum for both reading and math. Specifically, we have used Aimsweb. Either this will continue, or we will be moving to another reliable tracking system such as FastBridge Addressing safety in the schools has many specifics we will focus on. The second focus is geared towards developing strategies and implementing public health protocols. Our entire staff have gone above and beyond to verify the safety of all. We have lowered class size. In order to verify our policies, procedures, and protocols are happening, we will place more and more expectations, responsibilities, and stress upon our USD 206 staff. There are expectations that teachers are structuring classrooms in a way that students are spread out as much as possible.

The Outdoor Classroom at our elementary school has been instrumental for spacing out students and staff, as well as getting fresh air and Vitamin D (researched to be important in staying healthy) to our students and staff all while providing an awesome space for educating kids. Without the assistance of ESSER funding, the Outdoor Classroom at our elementary school would not be possible. During times of sickness among students and/or staff members, it has been a very important mitigation strategy and will continue to be one. But funding must occur to offset costs to our general budget – it is not possible without those funds. We have attempted to keep costs reasonable with the assistance of many patrons and staff in building the Outdoor Classroom. It has truly been a collaborative community effort. For example, the fence that was built was completely done by volunteers on a Saturday. The stage that was built – volunteers on a Saturday as well. Some materials were even donated, including donation of equipment needed. Teachers continue to lead the way on the Outdoor Classroom, providing recommendations from the beginning and all the way through the process. The board of education, administrative team, students, and parents have all had input as well. A lot a material was donated too.

Working to ensure classrooms and supplies are clean is yet another priority. We have specific expectations about hand sanitizing and keeping distance between one another when necessary. Administration and staff are all the leaders and role models for everyone else. These plans can change at any given time, causing all staff to work above and beyond while facing the unknown. Lastly, staff are expected to follow our district plan. This plan is set forth by the Remington Board of Education with guidance from administration, County Health Officials, the Kansas Department of Health and Environment, and the CDC. It was a given that all staff had to make pivots, modifications, and implementations throughout the 2021-2022 school year and will continue to be the case during the 2022.23 school year. With USD 206 expectations of going above and beyond, we will use some ESSER III funds for keeping staff as safe as possible. Furthermore, with the efforts all educators are putting forth, retaining good staff is important. We want to take care of the excellent staff that we have, keep them on our team, and look to hire new good staff. The pandemic has made this increasingly difficult. The sheer amount of applications we receive for any given position have declined dramatically during covid. This makes it all the more important that we retain staff so we keep hiring to a minimum. This continuity, in the end, helps students across all socio-economic, racial, special needs.....across all spectrums. I am many examples – here is one: we have a Spanish teacher in our teacher who doubles as our Family and Consumer Science Teacher. She also serves as our student council sponsor and is our ESOL coordinator. She is from a Spanish speaking family. She is very valuable to our district. ESSER retention funds help her feel valued and, hopefully, keep her in USD 206 where we desperately need her.

**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 be able to reflect and evaluate this school year if our interventionist and counselor are working, and continue that for another year, or even two, depending on what the data says. We have chosen the route of interventionists and counselor because it is currently working. We have the data that shows the implementation has a positive impact towards learning. We now have the people hired, and we will monitor our academic growth data (Fastbridge/assessment scores/etc). After school programs, such as activities and athletics, can continue only because of ESSER funding to an interventionist and a counselor. Activities/athletics are the best at-risk program we have in our middle school and high school. At times, it may be the only reason some kids come to school. Some of those programs may not be possible without ESSER funding.

**How the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act?**

USD 206 will need to spend some of our ESSER III funds towards safety. Specifically, masks, gloves, sanitizers, and other material goods. In addition, we will look to do some implementation for cleaner air quality. Specifically, within our shop classes, middle school locker rooms, vocal music room (which is downstairs), and expansion of our current Family and Consumer Science classroom. These purchases would all be extra to the interventionists we have hired. They will be working with our most at-risk students to help with the academic impact of a global pandemic. If the data shows our interventionists are making a significant impact on academic growth for USD 206 students during 2022-2023, similarly, to the growth our students made last year, we will continue this for two more years with the remaining funds.

**How the LEA will ensure that the interventions it implements, including but not limited to the interventions under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time, will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students disproportionately impacted by the COVID–19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students.**

USD 206 will need to spend some of our ESSER III funds towards safety. Specifically, masks, gloves, sanitizers, and other material goods. In addition, we will look to do some implementation for cleaner air quality across the district. These purchases would all be extra to the interventionist and counselor we have hired who are working with our most at-risk students to help with the academic impact of a global pandemic. If the data shows our interventionist are making a significant impact on academic growth for USD 206 students during 2021-2022, similarly, to the growth our students made last year, we will continue this for two more years with the remaining funds.

An interventionist and a certified counselor work with students across the spectrum. They work with students disproportionality affect by covid including all of the groups mentioned. We are committed to serving all of our students with ESSER funds.

A major focus for this school year is retention of staff. Last year, we lost the following in our small district: a maintenance worker, a high school counselor, a high school principal, an English teacher, a social studies teacher, two custodians, several paraprofessionals, a 5th grade teacher, a technology director, a technology teacher, a physical education teacher, a science teacher, and a math teacher. We were able to replace almost all of these positions, but retention is obviously something we have to work on for our students and ESSER funding is a major piece of the equation for our small, rural district.

## Allocations

	Direct Allocation	True Up Allocation	Total Allocation		20% Minimum
ESSER III Allocations	\$532,416	\$0	\$532,416	ESSER III Allocations	\$106,484
Approved Total	\$468,408	\$0	\$468,408	Approved Total	\$159,852
Amount Left	\$64,008	\$0	\$64,008	Amount Still Needed	\$0
In Review Total	\$8,000	\$0	\$8,000	In Review Total	\$0
Amount Left	\$56,008	\$0	\$56,008	Amount Still Needed	\$0

## Line Items

ID	Allocation Type	Learning Loss	Function Code	Object Code	Allowable Use	Total Expenditures	Status
206-3-0027	Direct	False	1000	700	13	\$8,000	Task Force Review
206-3-0028	Direct	False	2600	120	16	\$25,000	Approved
206-3-0029	Direct	False	4200	719	13	\$6,000	Approved
206-3-0030	Direct	False	1000	719	13	\$3,000	Approved
206-3-0031	Direct	False	1000	619	13	\$9,809	Approved
206-3-0032	Direct	True	2200	650	12	\$2,363	Approved
206-3-0033	Direct	False	2200	650	9	\$720	Approved
206-3-0034	Direct	True	2200	650	12	\$9,725	Approved
206-3-0035	Direct	True	1000	120	12	\$30,000	Approved
206-3-0036	Direct	True	1000	220	12	\$2,296	Approved
206-3-0037	Direct	False	2600	619	7	\$2,000	Approved
206-3-0001	Direct	False	1000	110	16	\$124,700	Approved
206-3-0002	Direct	False	1000	120	16	\$22,566	Approved
206-3-0003	Direct	False	1000	220	16	\$11,266	Approved
206-3-0004	Direct	False	3100	120	16	\$20,665	Approved
206-3-0005	Direct	False	3100	220	16	\$1,581	Approved
206-3-0006	Direct	False	2600	120	16	\$17,400	Approved
206-3-0007	Direct	False	2600	220	16	\$1,331	Approved
206-3-0008	Direct	False	2730	120	16	\$2,900	Approved
206-3-0009	Direct	False	2730	220	16	\$221	Approved
206-3-0010	Direct	False	2710	120	16	\$12,540	Approved
206-3-0011	Direct	False	2710	220	16	\$957	Approved
206-3-0012	Direct	False	2400	110	16	\$8,700	Approved
206-3-0013	Direct	False	2400	120	16	\$8,700	Approved
206-3-0014	Direct	False	2400	220	16	\$1,331	Approved
206-3-0015	Direct	False	2300	120	16	\$5,800	Approved
206-3-0016	Direct	False	2300	110	16	\$2,900	Approved
206-3-0017	Direct	False	2300	220	16	\$665	Approved
206-3-0018	Direct	False	2100	120	16	\$4,350	Approved
206-3-0019	Direct	False	2100	220	16	\$333	Approved

206-3-0020	Direct	False	2230	110	16	\$2,900	Approved
206-3-0021	Direct	False	2230	220	16	\$221	Approved
206-3-0022	Direct	True	2120	110	12	\$59,010	Approved
206-3-0023	Direct	True	2120	213	12	\$8,977	Approved
206-3-0024	Direct	True	1000	110	12	\$40,000	Approved
206-3-0025	Direct	True	1000	213	12	\$7,481	Approved
206-3-0026	Direct	False	1000	600	12	\$10,000	Approved

## Line Item Details

Line Item ID: 206-3-0027

**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  
Equipment

**Account Number**

07-2600-700-03

**Function Code**

1000 - Instruction

**Object Code**

700 - PROPERTY

**Allowable Use**

13 - School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

4 Touchless Water Bottle Stations for all 3 buildings @ approx \$2000/each. Touchless stations will help stop the spread of COVID 19.

**Budgeted Expenditures in SFY 2021** \$0

**Budgeted Expenditures in SFY 2022** \$8,000

**Budgeted Expenditures in SFY 2023** \$0

**Budgeted Expenditures in SFY 2024** \$0

**Total Expenditures** \$8,000

**Status**

Task Force Review

**Line Item Comment from KSDE**

Allowable if meets CDC guidelines.

Line Item ID: 206-3-0028

**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**

Custodial Salaries

**Account Number**

07-2600-120-03

**Function Code**

2600 - Operation and Maintenance of Plant Services (All except Transportation)

**Object Code**

120 - Regular Non-Certified Salaries

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Hire additional full time custodian to split time between RES/RMS and assist other custodians in cleaning facilities to help stop spread of COVID 19.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$10,000
<b>Budgeted Expenditures in SFY 2023</b>	\$15,000
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$25,000</u>

**Status**

Approved

Line Item ID: 206-3-0029

**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**

School Grounds Improvements - Outdoor Classroom

**Account Number**

07-4200-719-03

**Function Code**

4200 - Land Improvement

**Object Code**

719 - All Other Improvements

**Allowable Use**

13 - School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Seed, water, rock, and stumps for alternative seating for elementary outdoor classroom. Outdoor learning will help stop the spread of COVID 19.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$6,000
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$6,000</u>

**Status**

Approved

Line Item ID: 206-3-0030

**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**School Grounds Improvements -  
Outdoor Classroom**Account Number**

07-1000-719-03

**Function Code**

1000 - Instruction

**Object Code**

719 - All Other Improvements

**Allowable Use**

13 - School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

See, taste, smell landscaping for the elementary outdoor classroom. Outdoor learning will help stop the spread of COVID 19.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$3,000
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$3,000</u>

**Status**

Approved

Line Item ID: 206-3-0031

**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**Outdoor Classroom Instructional  
Supplies and Mater**Account Number**

07-1000-619-03

**Function Code**

1000 - Instruction

**Object Code**

619 - Other Supplies and Materials

**Allowable Use**

13 - School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Music area and educational materials for outdoor classroom. Outdoor learning will help stop the spread of COVID 19. The items that we would like to purchase are listed below:

Flower 4 Note Gong - <https://www.playgroundoutfitters.com/independent-play/outdoor-musical-instruments/flower-4-note-gong/> - up to \$1329

Serenade instrument - <https://www.playgroundoutfitters.com/independent-play/outdoor-musical-instruments/serenade/> - up to \$5899

Melody 9 Note Xylophone - <https://www.playgroundoutfitters.com/independent-play/outdoor-musical-instruments/melody-9-note-xylophone/> - up to \$2349

Estimated Shipping: \$232

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$9,809
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$9,809</u>

**Status**

Approved

Line Item ID: 206-3-0032



**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**

District Wide Software Licenses

**Account Number**

07-2200-650-03

**Function Code**

2200 - Support Services (Instructional Staff)

**Object Code**

650 - Supplies-Technology Related

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

AIMSWeb Complete - 350 licenses - (8/1/22-7/1/23) - AIMSWeb is a benchmark and progress monitoring system based on direct, frequent and continuous student assessment using brief, accurate measures of reading, math, spelling and writing. This software is a part of our MTSS program. AIMSWeb is used to progress monitor all students at our elem. school and is used throughout our system for other students who need continuous monitoring. This allows teachers to access learning gaps and provide individual, targeted instruction to students who have experienced learning loss as a result of the pandemic. AIMSWeb plays a crucial role in our district as many teachers rely on the data to make informed decisions. AIMSWeb also provides parents with needed data to make more informed decisions about the welfare of their children. Through progress monitoring, parents can be educational partners with teachers and their school. Knowing the "why" behind a student's struggles and providing sound advice moving forward puts school in a position to partner with parents in the education of their child.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$2,363
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$2,363</u>

**Status**

Approved

Line Item ID: 206-3-0033

**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**

District Wide Software Licenses

**Account Number**

07-2200-650-03

**Function Code**

2200 - Support Services (Instructional Staff)

**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**

Seesaw Student Licenses(120) -(7/1/22-6/30/23)-Seesaw for Schools is a digital app-based platform for teachers, students, and parents to collaborate and share classroom work. This software will help support effective remote and hybrid learning experiences if schools are required to close due to the COVID 19 pandemic.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$720
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$720</u>

**Status**

Approved

Line Item ID: 206-3-0034

**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**

District Wide Software Licenses

**Account Number**

07-2200-650-03

**Function Code**

2200 - Support Services (Instructional Staff)

**Object Code**

650 - Supplies-Technology Related

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Apex Products and Services for High School Course Credit Recovery-174 licenses (Purchased from Edmentum) - Apex is being used for our high school students. Many students are using it for credit recovery, some as a direct result of the pandemic. During the pandemic, we have had students fail classes and some of those failed simply because they struggled with online learning. Although they needed face to face contact, that was not possible at the time. Aside from credit recovery, Apex is also being used for students who need additional time on a particular subject or skill. This may also be due to the pandemic - we do not necessarily know why the deficiency exists, but the pandemic surely contributed in a negative way. In addition, the district could also use Apex at our middle school for credit recovery or working to perfect a skill. Again, these deficiencies were affected by learning loss that most likely occurred because of the pandemic. Without Apex many students could face pushed back graduation times or might just give up and drop out. This would result in them not having the skills necessary to be productive in the 21st century.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$9,725
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$9,725</u>

**Status**

Approved

Line Item ID: 206-3-0035

**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**

Para Salaries

**Account Number**

07-1000-120-03

**Function Code**

1000 - Instruction

**Object Code**

120 - Regular Non-Certified Salaries

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Hire additional regular ed para at elementary school to assist students that have been identified to have learning loss and need extra help or guidance in subjects such as reading, math, and science.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
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<b>Budgeted Expenditures in SFY 2022</b>	\$15,000
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<b>Budgeted Expenditures in SFY 2023</b>	\$15,000
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<b>Budgeted Expenditures in SFY 2024</b>	\$0
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<b>Total Expenditures</b>	<u>\$30,000</u>
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**Status**

Approved

Line Item ID: 206-3-0036

**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**

Employer Portion of Taxes

**Account Number**

07-1000-220-03

**Function Code**

1000 - Instruction

**Object Code**

220 - Social Security Contributions

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Employer portion of taxes for additional regular ed para at elementary school to assist students that have been identified to have learning loss and need extra help or guidance in subjects such as reading, math, and science.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
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<b>Budgeted Expenditures in SFY 2022</b>	\$1,148
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<b>Budgeted Expenditures in SFY 2023</b>	\$1,148
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<b>Budgeted Expenditures in SFY 2024</b>	\$0
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<b>Total Expenditures</b>	<u>\$2,296</u>
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**Status**

Approved

Line Item ID: 206-3-0037

**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**

Maintenance, Supplies and Equipment

**Account Number**

07-2600-619-03

**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**

Masks, gloves, sanitizers, and other supplies to help stop the spread of COVID 19

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$2,000**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$2,000**Status**

Approved

Line Item ID: 206-3-0001

**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 - ESSER III

**Account Number**

07-1000-110-03

**Function Code**

1000 - Instruction

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

\$1300 Premium payment for retention in SFY22 and \$1600 in SFY23 (for 43 full time certified staff members) paid in 2 installments Dec-22 and May-23, to retain staff during the COVID 19 pandemic and ensure that the needs of our students are met.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$55,900**Budgeted Expenditures in SFY 2023** \$68,800**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$124,700**Status**

Approved

Line Item ID: 206-3-0002

**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**

Para Salaries - ESSER III

**Account Number**

07-1000-120-03

**Function Code**

1000 - Instruction

**Object Code**

120 - Regular Non-Certified Salaries

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

\$1097 premium payments for retention in SFY22 and \$1350 in SFY23(for 6 regular ed part-time paras) and \$1178 Premium payments for retention in SFY22 and \$1450 in SFY23 (for 2 part-time library paras and 1 credit recovery para) paid in 2 installments, Dec -22 and May-23, to retain staff during the COVID 19 pandemic and ensure that the needs of our students are met.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$10,116
<b>Budgeted Expenditures in SFY 2023</b>	\$12,450
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$22,566</u>

**Status**

Approved

Line Item ID: 206-3-0003

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

FICA Tax - Employer Paid - ESSER III

**Account Number**

07-1000-220-03

**Function Code**

1000 - Instruction

**Object Code**

220 - Social Security Contributions

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Employer Share FICA for premium pay for retention- 43 full time certified staff and 9 part-time paras

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$5,050
<b>Budgeted Expenditures in SFY 2023</b>	\$6,216
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$11,266</u>

**Status**

Approved

Line Item ID: 206-3-0004

**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 - ESSER III

**Account Number**

07-3100-120-03

**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**

\$1300 premium payments for retention in SFY22 and \$1600 in SFY23 (for 3 full time head cooks) and \$1138 Premium payments for retention in SFY22 and \$1400 in SFY23 (for 3 part time 2nd cooks) and \$813 premium payment for retention in SFY22 and \$1000 in SFY23 (for 1 part time 3rd cook) and \$569 premium payments for retention in SFY22 and \$700 in SFY23 (for 2 part time 3rd cooks), paid in 2 installments, Dec-22 and May-23 to retain staff during the COVID 19 pandemic and ensure that the needs of our students are met.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
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<b>Budgeted Expenditures in SFY 2022</b>	\$9,265
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<b>Budgeted Expenditures in SFY 2023</b>	\$11,400
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<b>Budgeted Expenditures in SFY 2024</b>	\$0
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<b>Total Expenditures</b>	<u>\$20,665</u>
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**Status**

Approved

Line Item ID: 206-3-0005

**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**

FICA Tax - Employer Paid - ESSER III

**Account Number**

07-3100-220-03

**Function Code**

3100 - Food Service Operations

**Object Code**

220 - Social Security Contributions

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Employer Share FICA for premium pay for retention-3 full time head cooks, 3 part time 2nd cooks, and 3 part time 3rd cooks

<b>Budgeted Expenditures in SFY 2021</b>	\$0
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<b>Budgeted Expenditures in SFY 2022</b>	\$709
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<b>Budgeted Expenditures in SFY 2023</b>	\$872
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<b>Budgeted Expenditures in SFY 2024</b>	\$0
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<b>Total Expenditures</b>	<u>\$1,581</u>
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**Status**

Approved

Line Item ID: 206-3-0006

**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 - ESSER III

**Account Number**

07-2600-120-03

**Function Code**

2600 - Operation and Maintenance of Plant Services (All except Transportation)

**Object Code**

120 - Regular Non-Certified Salaries

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

\$1300 Premium payments for retention in SFY22 and \$1600 in SFY23 (for 6 full time maintenance employees) paid in 2 installments, Dec-22 and May-23, to retain staff during the COVID 19 pandemic and ensure that the needs of our students are met.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$7,800
<b>Budgeted Expenditures in SFY 2023</b>	\$9,600
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$17,400</u>

**Status**

Approved

Line Item ID: 206-3-0007

**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**

FICA Tax - Employer Paid - ESSER III

**Account Number**

07-2600-220-03

**Function Code**

2600 - Operation and Maintenance of Plant Services (All except Transportation)

**Object Code**

220 - Social Security Contributions

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Employer Share FICA for premium pay for retention-6 full time maintenance employees

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$597
<b>Budgeted Expenditures in SFY 2023</b>	\$734
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$1,331</u>

**Status**

Approved

Line Item ID: 206-3-0008



**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**

Bus Mechanic Salary - ESSER III

**Account Number**

07-2730-120-03

**Function Code**

2730 - Vehicle Servicing and Maintenance

**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**

\$1300 Premium payment for retention in SFY22 and \$1600 in SFY23 (for 1 full time Bus Mechanic) to retain staff during the COVID 19 pandemic and ensure that the needs of our students are met.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$1,300
<b>Budgeted Expenditures in SFY 2023</b>	\$1,600
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$2,900</u>

**Status**

Approved

Line Item ID: 206-3-0009

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

FICA Tax - Employer Paid - ESSER III

**Account Number**

07-2730-220-03

**Function Code**

2730 - Vehicle Servicing and Maintenance

**Object Code**

220 - Social Security Contributions

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Employer Share FICA for premium pay for retention-1 full time bus mechanic

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$99
<b>Budgeted Expenditures in SFY 2023</b>	\$122
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$221</u>

**Status**

Approved

Line Item ID: 206-3-0010

**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**

Bus Driver/Aide Salary - ESSER III

**Account Number**

07-2710-120-03

**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**

\$731 Premium payments for retention in SFY22 and \$900 in SFY23 (for 6 part-time route drivers) and \$920 total premium payments for retention in SFY22 and \$1109 in total in SFY23 (split between 5 activity drivers) and \$325 premium payment in SFY22 and \$400 in SFY23 (for 1 Bus aide), paid in 2 installments in Dec-22 and May-23 to retain staff during the COVID 19 pandemic and ensure that the needs of our students are met.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$5,631
<b>Budgeted Expenditures in SFY 2023</b>	\$6,909
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$12,540</u>

**Status**

Approved

Line Item ID: 206-3-0011

**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**

FICA Tax - Employer Paid - ESSER III

**Account Number**

07-2710-220-03

**Function Code**

2710 - Vehicle Operation

**Object Code**

220 - Social Security Contributions

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Employer Share FICA for premium pay for retention- 6 part time route bus drivers, 5 part time activity bus drivers, and 1 part time bus aide

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$431
<b>Budgeted Expenditures in SFY 2023</b>	\$526
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$957</u>

**Status**

Approved

Line Item ID: 206-3-0012

**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**

Principal Salaries - ESSER III

**Account Number**

07-2400-110-03

**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**

\$1300 Premium payments for retention for SFY22 and \$1600 for SFY23 (for 3 principals), paid in 2 installments, Dec-22 and May-23, to retain staff during the COVID 19 pandemic and ensure that the needs of our students are met.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$3,900
<b>Budgeted Expenditures in SFY 2023</b>	\$4,800
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$8,700</u>

**Status**

Approved

Line Item ID: 206-3-0013

**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**

Admin Asst. Salaries - ESSER III

**Account Number**

07-2400-120-03

**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**

\$1300 Premium payments for retention for SFY22 and \$1600 for SFY23(for 3 building admin assistants), paid in 2 installments, Dec-22 and May-23 to retain staff during the COVID 19 pandemic and ensure that the needs of our students are met.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$3,900
<b>Budgeted Expenditures in SFY 2023</b>	\$4,800
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$8,700</u>

**Status**

Approved

Line Item ID: 206-3-0014

**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**

FICA Tax - Employer Paid - ESSER III

**Account Number**

07-2400-220-03

**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**

Employer Share FICA for premium pay for retention- 3 principals and 3 admin assts

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$597**Budgeted Expenditures in SFY 2023** \$734**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$1,331**Status**

Approved

Line Item ID: 206-3-0015

**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**

Business Office Salaries - ESSER III

**Account Number**

07-2300-120-03

**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**

\$1300 Premium payments for retention for SFY22 and \$1600 for SFY23 (for 2 full time District office staff members), paid in 2 installments, Dec-22 and May-23, to retain staff during the COVID 19 pandemic and ensure that the needs of our students are met.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$2,600**Budgeted Expenditures in SFY 2023** \$3,200**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$5,800**Status**

Approved

Line Item ID: 206-3-0016

**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**

Superintendent Salary - ESSER III

**Account Number**

07-2300-110-03

**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**

\$1300 Premium payments for retention for SFY22 and \$1600 for SFY23 (for 1 full time Superintendent), paid in 2 installments, Dec-22 and May-23, to retain staff during the COVID 19 pandemic and ensure that the needs of our students are met.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$1,300
<b>Budgeted Expenditures in SFY 2023</b>	\$1,600
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$2,900</u>

**Status**

Approved

Line Item ID: 206-3-0017

**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 Tax - Employer Paid - ESSER III

**Account Number**

07-2300-220-03

**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**

Employer Share FICA for premium pay for retention- 1 full time superintendent and 2 full time district office staff

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$298
<b>Budgeted Expenditures in SFY 2023</b>	\$367
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$665</u>

**Status**

Approved

Line Item ID: 206-3-0018

**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**

School Nurse Salaries - ESSER III

**Account Number**

07-2100-120-03

**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**

\$1300 Premium payment for retention in SFY22 and \$1600 in SFY23 (for 1 full time Nurse) and a \$650 premium payment for retention in SFY22 and \$800 in SFY23 (for 1 part-time nurse), paid in 2 installments, Dec-22 and May-23, to retain staff during the COVID 19 pandemic and ensure that the needs of our students are met.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$1,950
<b>Budgeted Expenditures in SFY 2023</b>	\$2,400
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$4,350</u>

**Status**

Approved

Line Item ID: 206-3-0019

**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**

FICA Tax - Employer Paid - ESSER III

**Account Number**

07-2100-220-03

**Function Code**

2100 - Support Services (Students)

**Object Code**

220 - Social Security Contributions

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Employer Share FICA for premium pay for retention- 1 full time nurse and 1 part time nurse

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$149
<b>Budgeted Expenditures in SFY 2023</b>	\$184
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$333</u>

**Status**

Approved

Line Item ID: 206-3-0020

**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**

Technology Admin Salary - ESSER III

**Account Number**

07-2230-110-03

**Function Code**

2230 -

**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**

\$1300 Premium payment for retention for SFY22 and \$1600 for SFY23(for 1 full time Technology Director), paid in 2 installments, Dec-22 and May-23, to retain staff during the COVID 19 pandemic and ensure that the needs of our students are met.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$1,300
<b>Budgeted Expenditures in SFY 2023</b>	\$1,600
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$2,900</u>

**Status**

Approved

Line Item ID: 206-3-0021

**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**

FICA Tax - Employer Paid - ESSER III

**Account Number**

07-2230-220-03

**Function Code**

2230 -

**Object Code**

220 - Social Security Contributions

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Employer Share FICA for premium pay for retention (for 1 full time technology director)

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$99
<b>Budgeted Expenditures in SFY 2023</b>	\$122
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$221</u>

**Status**

Approved

Line Item ID: 206-3-0022

**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**

Counselor Salaries

**Account Number**

07-2120-110-03

**Function Code**

2120 - Guidance 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**

Funds to help offset salaries of 3 full time counselors (1 in each building- High School, Middle School, Elementary School)\$59,010 represents 40% of the total cost of 3 salaries -Counselors will focus on students that have been identified to have learning loss while also assisting with social/emotional needs. Due to the Covid pandemic enrollment numbers are down and state funding is down. It is important to our district to be able to employ 1 counselor in each building to help those students that struggle the most.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$59,010
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	\$59,010

**Status**

Approved

Line Item ID: 206-3-0023

**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**

Employer Paid Health Insurance

**Account Number**

07-2120-213-03

**Function Code**

2120 - Guidance Services

**Object Code**

213 - Health and Accident Insurance

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

40% of Health Benefits for 3 counselors to focus on students that have been identified to have learning loss while also assisting with social/emotional needs. Due to the Covid pandemic enrollment numbers are down and state funding is down. It is important to our district to be able to employ 1 counselor in each building to help those students that struggle the most.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$8,977
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	\$8,977

**Status**

Approved

Line Item ID: 206-3-0024



**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Teacher Salaries

**Account Number**

07-1000-110-03

**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 full-time interventionist to assist with credit recovery for high school students that have been identified as experiencing learning loss.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$40,000
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$40,000</u>

**Status**

Approved

Line Item ID: 206-3-0025

**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**

Employer Paid Health Insurance

**Account Number**

07-1000-213-00

**Function Code**

1000 - Instruction

**Object Code**

213 - Health and Accident Insurance

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Health Benefit for interventionist to assist with credit recovery for high school students that have been identified as experiencing learning loss.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$7,481
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$7,481</u>

**Status**

Approved

Line Item ID: 206-3-0026

**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**

Teaching Supplies

**Account Number**

07-1000-600-03

**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**

Hands-on learning experience for all students while allowing social distancing. Anatomy of Clay crosses the spectrum of student needs- from our most at-risk students to our students who achieve at high levels academically. Anatomy of Clay is a research based strategy that will impact our science curriculum and classrooms in measurable ways.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$10,000
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$10,000</u>

**Status**

Approved

# ESSER III APPLICATION FOR D0218

Status  
Approved

## KSDE Application Comments

The results of the survey were shared outside of the application.

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>
Elkhart	542 Morton St., Elkhart, KS 67950	PO Box 999, Elkhart, KS 67950
<u>Superintendent Name</u>	<u>Superintendent E-mail Address</u>	<u>Superintendent Phone Number</u>
Cherie Nicholson	cnicholson@usd218.org	(620) 697-2195

## Authorized Representative of the District Information

<u>Name</u>	<u>Position of Title</u>	<u>E-mail Address</u>	<u>Phone Number</u>
Cherie Nicholson	Superintendent	cnicholson@usd218.org	(620) 697-2195

<u>Other District Representative 1 - Name</u>	<u>Other District Representative 1 - E-mail Address</u>
Tonya Parks	tparks@usd218.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.usd218.org/page/safereturn>

## 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 218 continues to work closely with the county health office to ensure the most recent guidance for the county not only for COVID cases but the new variant of respiratory illnesses symptoms referencing the reopening of the school plan-approved BOE as needed. This plan is reviewed and discussed regularly by the BOE. It can be found on the USD 218 web page under the District tab.

In order to ensure Elkhart students, families, staff members, and community members are kept as physically and emotionally healthy as possible, district administrators have and continue to work closely with our local health department, county hospital, and regional organizations to track effective strategies to mitigate the spread of disease within our school communities. In addition, administrators continue to work with mental health professionals to track the emotional health of our students, in particular, who were isolated during the height of the pandemic.

Funds will be used to support rigorous safety protocols, including the installation of no-touch water stations. All to reduce proximity infections. Five stations in the Elementary building and one station in the High School. The middle school stations are implemented. Additionally, masks, temperature check stations, and other disinfection materials are kept on hand at each school and will resume at full capacity if the CDC and local health department recommend such action in response to a rise in infections. Mental health services will be supported through the school nurse and mental health organizations in the county. HPEC staff will provide resources for consulting, counseling, and testing as needed. We use MySabers and Fastbridge data to assist counselors with data and information when services are needed for mental health needs.

One of the ESSER 2 projects initiated fan units in the high school for environmental air quality. This HVAC project focused on the lack of airflow in a large area of the high school to bring in the fresh air. This was a must for sanitization. Funds from ESSER 2, approximately \$78,930, did not cover the total cost of the project due to the rise in costs. The BOE would like to request \$100,000 of ESSER 3 funds to be used toward these improvements since it was approved and initiated through ESSER 2.

## Stakeholder Engagement

Engaging in Meaningful Consultation with Stakeholders (Please describe the ways you meaningfully consulted with each group listed below as part of the development of the district ESSER III Plan)

### Students

Students were an active part of gathering data for the ESSER III application. The KEY club members volunteered their time at each school location manning the location where parents and the community completed the survey. They also assisted as needed with questions and the use of technology. 41.3 percent of students responded to the survey out of the total number of students. Students shared openly they would like to have their own devices to assist in their career-based classes. Most programs from colleges/universities need to be downloaded onto a device. When they do not have their own, it provides another layer of need for access for success. We were advised one-to-one would not be approved in the 20% learning loss set of funds. Therefore, this area will be mentioned later in the application under the 80% allocation.

### Families

Out of 189 responses:

Families from all three schools participated in the survey. 48% were parents, 1% were service providers, 3% were service providers, and 13% were community members. 7% of the respondents were affiliated with Foster Care. They shared the need for more parent volunteers, summer school, and before and after-school assistance. Migratory affiliation indicated 3% of the survey population. They shared the need for the trainer/trainee model for upper classes, career classes, summer camp opportunities, peer-to-peer tutoring, and tutoring before and after school. Families also indicated the need for their students at the secondary level to have access to their own devices to be successful with school requirements.

### School and District Administrators including Special Education Administration

Out of two administrative staff at HPEC:

The HPEC directors participated in our survey along with their staff assigned to the buildings in USD 218. They shared the iReady program is being used within the special education program and is showing gains. To continue with progress, they believe math manipulatives, for each student to have their own, are a need to relate to the program being taught. A supportive layer for the student to have access too.

## **Teachers, Principals, School leaders, other Educators, School Staff and their Unions**

Admin: 3, Staff: 78.

School staff leaders, principals, union representatives, and board members responded to the survey. Some members were also part of parents and community input. Staff shared enrichment programs, summer school career classes, more staff, para support for large classes, and one-to-one devices for students. Union representatives shared more staff and retention pay as a need for staff that are staying to feel supported; as we all work through relearning stages with students and get them reconnected. School leaders/principals shared the need for teachers in the classroom and career classes at the secondary level and a unified way to show data for analysis and parent-friendly reporting. It was clearly mentioned that focused support through summer school programs would be needed. The extended day was also brought up as a possibility. Some students have lost interest in brick-and-mortar, day-to-day routines. They enjoyed the freedom to complete their classwork in a period of time throughout the day. Other, did not enjoy the lack of routines, structure, etc.

ELL staff and leaders shared an interest in the need for a newcomer class... if we have more students coming directly into the US and our school system. 5% of the respondents were affiliated with ELL. They mentioned a program of use called Imagine Learning that was previously used by a K-12 school system that gleaned positive results...it provides programming in multiple languages beginning with the home language. The successful result of this program was the non-English speakers were reading and speaking English by the end of the year. The need for active white or smart boards was also mentioned. They reminded us ELL learners interact visually and it would be a useful tool for the classroom if one-to-one devices were not deemed as educationally beneficial. Both working in tandem would be great.

Some ELL staff shared the need for more bilingual non-fiction books for reading. To increase our scores we need to increase oral language opportunities, vocabulary, and interactions to use both.

## **Tribes**

Elkhart does not have an active tribe within the county; however, 2% of the respondents are representatives of a tribal community. They would like to see out-of-school optional assistance, tutoring, summer school, and after-school programs for their students in the areas of life skills.

## **Civil Rights Organization including Disability Rights Organizations**

Civil rights representatives made up 2% of the surveyed population. They shared the need for assistance for students both before and after school as a need and more career classes along with what we had as course offerings. Kansas Action for Children was notified on November 10th. They responded by sharing a "Thank You for reaching out, and they will be in touch." I did not hear another word from them after that communication email. Ruth Glover from KHRC shared "they do not have jurisdiction over students and their activities in public schools. Therefore, they do not have information regarding mental health and academic progress since the pandemic." 7% of the respondents were affiliated with Children with Disabilities. They shared the need for tutoring, summer school enrichment, career days, and more local partners to teach business and occupational skills to interested 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 participants of the survey indicated five % were English Learners and .6% that have experienced homelessness. They wanted the support system to continue with school supplies and assistance with career interests for their students. 7% foster care, 3% migratory, and 7% children with disabilities supplied information that was entered in the comments above. 0% indicated they had been or are incarcerated at the time of the completion of the survey.

## **Provide the public the opportunity to provide input and take such input into account**

In the fall of 2022, the superintendent created a stakeholder survey to elicit input from both major and subgroup stakeholders. Principals disseminated the survey to their staff members and students (in the secondary schools), and led communication campaigns to encourage parent and community involvement. As part of this effort, the survey was open and available for parents to complete during Parent Teacher Conferences and social media outlets. Additionally, community members present at Site Council meetings were encouraged to participate in conversations regarding possible uses of available funds and to complete the survey found on the district website. Normal social media pathways promoted survey completion and invited stakeholders to participate in conversations regarding the identification of ongoing issues created or exacerbated by COVID and potential responses. In all, approximately 200 surveys were completed (face to-face and through the electronic platform) and dozens of community members also attended site councils and Chamber of Commerce meetings to engage in these topics. This is in addition to the information being discussed at the BOE meetings.

Beyond students, families, and school personnel input being sought as part of the ESSER III plan, demographic subgroup members' input was elicited by administration. Within the school system, these demographic subgroups included Native American students and their families (no distinct tribe resides in Morton County); community members representing Civil Rights organizations (#3); families of students with various disabilities (#11); students designated as English Learners and their parents (#8); students and their families who are identified as homeless (#1); and migrant students and their families (#4), tribal members (#3). Currently and during the time of investigation, no students were incarcerated locally.

Additionally, the superintendent reached out to community organizations representing these subgroups asking for their input through Chamber of Commerce meetings in September including members of the Economic Development Council.

Across all stakeholders and demographic subgroup representatives, majority opinions were consistent: stakeholders believe increasing the relevance of student learning and increasing out-of-school learning opportunities targeting specific student needs are the best approaches for the district to take to further mitigate the learning loss suffered by students from previous COVID restrictions. In addition to continuing to improve the physical environment of the schools, money from this grant will be used to implement research-based responses to these identified learning needs with an eye toward moving student achievement and success forward.

## **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.**

Both local assessment scores (Fastbridge Reading, Math, and Social-Emotional) and state assessment results for ELA and Math show that Elkhart students suffered academic setbacks from isolation and remote learning during COVID. Kansas state assessment results, in particular, have been startlingly negatively affected.

Elementary math scores increased from 11% in level one to 30.64 % from 2019 to 2021. Level two increased by 8.78%, Level three decreased by 25.98% and Level four decreased by 2.33 %. ELA scores indicated an increase in Level one by 13.26%, but showed gains in Levels two, three, and four with Level two increase showing the highest increase of 15.41% However, grades three and four scored lower than the district and state in 2021-2022 for ELA. In ELA, Grade three scores indicated 40% in level one and 37% in level two. Grade four results indicated 33% in level one and 36% in level two. Overall results were not meeting expectations. Math Grade three results indicated they scored above the district but below the state. Grade four math results indicated they scored the same as the district overall and slightly lower than the state. Overall the largest percentage of students fell in Level two for both grades three and four. Algebraic thinking was the only area meeting expectations.

MS students-ELA results indicated they were below the district and state in grades six, seven, and eight. Grade Five scored the same as the district and above the state. Level one percentages were the highest for all four grade levels. The remote learning time did not fare well with this group of students. Grade seven had the highest percentage in Level one, followed by grade six. Grade five met expectations in the areas of overall reading and writing; including text types and purpose. MS students-Math results indicated they scored either above or maintained scores similar to the district but below the state for

all grades. Grade eight had the highest percentage in Level one followed by grade seven. Grade six had a higher percentage in Level two than the other three grades. All four grade levels fell below expectations in skills, concepts, and strategic thinking and reasoning. Science results indicated a higher percentage in Level two for Grade five and a higher percentage in Level one for Grade eight. Grade eight did not meet expectations in the three Science areas and Grade five met expectations in two of the science areas out of three.

High School results indicated they scored slightly lower than the district or state in ELA. Most students scored in Levels one and two equally. They exceeded expectations in Language in Writing but did not meet expectations in the overall reading and writing categories. Math results indicated scores above the district and state and had the majority of the students in Level two. They did not meet expectations in skills, concepts, thinking, and reasoning.

These state assessment results reflect a notable drop in achievement scores since the spring of 2020 when COVID protocols were enacted and distance learning became the means to survive. When left to their own devices when learning at home via online resources and zoom, student academic achievement was notably lessened as shown by assessment results and anecdotal observations of their teachers. Students without their own devices or a way to navigate did not have positive results. Some students did fare well because they liked that style of learning, while others did not like the lack of social interaction.

Part of the challenge created during remote learning was students' inconsistent or lackluster participation in classes and in meaningful social interactions. When returning to in-person learning, student skills, both academic and social, continued to lag behind regular developmental expectations according to teacher observations. District Fastbridge assessments were given for the first time this year and indicate the reflective struggles staff observe from students academically. At the middle school level, 3% are college ready, 45% indicated low risk, 45% indicated some risk, and 7% indicated being at high risk out of 94% of students tested.

Fastbridge data from a year ago indicated a drop in the high-risk category by 2.4% district-wide. We are noticing a change in the KDG group with a 3.4% resulting as high-risk. The majority were holding true to low-risk indicators. Grade one holds a larger percentage of high-risk indicators at 16%. This would be the KDG group from last year that was affected by the pandemic. More intensive instruction continues with the primary grades.

Fastbridge data indicated a need for growth in the college pathway areas district-wide. Grade four is showing a 12 percent growth in the high-risk category.

Since resuming in-person instruction, teachers have struggled to provide ongoing rigorous instruction while designing differentiated lessons to aid students in getting back on track. They too needed to retool and reevaluate their practices. Teachers were provided prompts from mentoring minds to assess the depth of knowledge questioning and critical thinking prompts using Levels 1-6 from the revised Bloom's taxonomy. The administration was trained on understanding instructional questioning and recognizing effective instructional practices with rigor. Professional development was delivered to staff using Fastbridge resources in the fall of 22. To this day, the notable gap between grade-level expectations and student performance continues to be a conversation for overall student success. Tiered instruction with PD is a necessity and will be sought out by SWPRSC. Staff are also using data boards to drive instructional change and implement interventions.

After providing physical equipment to secure a healthful learning environment, the bulk of available funds will focus on providing opportunities to help students create goals to focus their attention on and provide real-world value to their learning. This focus will provide additional time for students to work on individual-specific career skills, and continue to strengthen programming to allow students to improve their social-emotional well-being and rebuild relationships.

**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 help mitigate the learning loss caused by Covid-19 responses, the district will utilize XXX% of ESSER 3 funds to extend learning opportunities for students during the summer and to increase career pathway programs during the school year to help students reengage and invest in their learning.

Two distinct summer programs will be offered: an enhanced summer learning program in June that will focus on extending school-year learning; and, a jump-start program in July that will focus on mitigating summer learning loss by reviewing academic skills from the previous school year; testing out, and previewing skills from the upcoming school year. Additionally, the jump-start program will provide a procedural structure for students to set goals, work on Individualized Learning Plans, and sketch out their personal learning plans. Both programs will include deliberate programming to increase students' social and emotional skills and will invite all students K-12 to participate. Most importantly, licensed teachers will build summer programming times around individual student needs. Meeting times will be scheduled around student availability. Group size during both programs will be small, allowing staff members and students to develop a mentoring relationship to improve both academic skills and provide students with an adult tutor/role model to help build connections with their school community.

The research supporting out-of-school learning programs as a way of increasing student achievement is extensive and well-established (selected relevant research: Cain, M. 2022, "Building Successful Extracurricular Extension Programs..."; Hammerness, K. et. al. 2022, "Partnerships to Offer Advanced Learning for All Students"). What Works Clearinghouse (WWC) cites the positive influence of out-of-school programming on academic achievement as a Tier 3 (Promising) practice (<https://ies.ed.gov/ncee/wwc/PracticeGuide/10>).

Providing students with early access to Career Pathways, likewise, has a storied and consistent research base relating student access to pathways to student motivation and engagement, especially at the secondary level. (WWC practice guide reports four of five identified components as Tier 2 (Moderate) practices, <https://ies.ed.gov/ncee/wwc/PracticeGuide/27>). Students, parents, and community members all indicated during data collection for this project a desire for additional opportunities to increase Career Technical Education (CTE) coursework. Students, in particular, related that such programming would make their learning more "worthwhile." Logic and experience correlate student value of learning to greater engagement which results in greater achievement. To that end, monies will be dedicated to providing secondary students access to CTE pathways through the summer that are currently not available by purchasing supplies and by establishing access to instruction and curricula skills.

(\$13,140) SEL resources, Professional development on tiered instruction and the development of standards-based lessons (\$25,000), intense summer enrichment (\$20,726), evidence-based programming (iReady) for T2 & T3 (\$35,000), software program MyEducationData (\$27,000); house all information for streamlined assessment and information, six water filling stations (\$12,000), and lastly, Para support for the instruction of small group interactions (\$40,000). \$172,866 has been set aside toward learning loss. Above the 20% amount expected of \$102,535.

iReady Math manipulatives were suggested by a stakeholder groups and ELL resources to support learning in the classroom. Moving to parent-friendly reporting is a must. This includes being able to see all data points. We will purchase a data program called MyEducationData to streamline all assessments, attendance, behavior, daily grades, etc. in one place and be able to print out a report that is parent-friendly. Not only will they see the assessment results, it shows a graph that allows parents to see how their child's performance is related to students across the nation at that same grade level. It shows them how they are performing in classes with levels of rigor, off grade, on grade, above grade level, and by quarter. Takes the guessing out of the equation. This is also useful for teachers to see how their students are performing each quarter and the skills not being addressed or met.

**How the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act?**



After meeting the academic and social and emotional needs of the students, the district will utilize the remaining ESSER 3 funds to install 6 water bottle stations across the district and complete the air purification project at the high school that was undertaken with previous ESSER 2 funds. The water bottle stations are necessary to increase sanitation for students when using water fountains at school. Experience with COVID protocols has proven the importance of reducing or eliminating when possible opportunities for students to spread germs and viruses to one another; refilling water bottles is simply more sanitary than students using water fountains traditionally. Approximately \$12-14,000 will be dedicated to getting these stations installed.

Teams reviewed allowable resources from the approved evidence base and it was determined the purchase of iReady software for T2 & T3 interventions would meet the intense need of students not at level 3 and above.

**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 has implemented a robust data review process in which all faculty members in each building regularly review student achievement and behavior data through Professional Learning Communities (PLCs) and collaboration groups. Through this already established process, student reaction to interventions and opportunities provided by this ESSER 3 funding will be tracked and, should it be necessary, mechanisms for mid-stream adjustments will be created through administrative and building leadership teams. Additionally, building leaders will continue to utilize their Site Council members as sounding boards to track stakeholder impressions of the effectiveness of the provided ESSER 3 programming.

Enhancing career pathways in the secondary schedule for college classes, student devices in CTE classes (\$23,144). This is more than a Carl Perkins resource need. HVAC support (\$100,000), (\$100,000) retention pay for classified and certified staff (98 people) to keep them coming back, and after-school focused support (\$112,665). Continuity and relationships are two important factors in student success. The total for 80% is \$335,809.

The allowable uses document for ESSER was used to determine appropriate expenditures.

## Allocations

	Direct Allocation	True Up Allocation	Total Allocation		20% Minimum
ESSER III Allocations	\$512,675	\$0	\$512,675	ESSER III Allocations	\$102,535
Approved Total	\$500,675	\$0	\$500,675	Approved Total	\$133,866
Amount Left	\$12,000	\$0	\$12,000	Amount Still Needed	\$0
In Review Total	\$12,000	\$0	\$12,000	In Review Total	\$0
Amount Left	\$0	\$0	\$0	Amount Still Needed	\$0

## Line Items

ID	Allocation Type	Learning Loss	Function Code	Object Code	Allowable Use	Total Expenditures	Status
218-3-0006	Direct	False	2139	610	13	\$12,000	Task Force Review
218-3-0007	Direct	True	1000	120	4	\$40,000	Approved
218-3-0008	Direct	False	2139	610	14	\$100,000	Approved
218-3-0009	Direct	False	1000	100	1A	\$100,000	Approved
218-3-0010	Direct	False	2212	110	12	\$116,665	Approved
218-3-0011	Direct	False	2210	734	12	\$23,144	Approved
218-3-0001	Direct	True	1000	110	12	\$25,000	Approved
218-3-0002	Direct	True	2000	300	12	\$20,726	Approved
218-3-0003	Direct	True	2000	946	12	\$13,140	Approved
218-3-0004	Direct	True	2000	735	9	\$35,000	Approved
218-3-0005	Direct	False	2000	735	12	\$27,000	Approved

## Line Item Details

Line Item ID: 218-3-0006

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Supplies and Materials

**Account Number**

63601

**Function Code**

2139 - Other Health Services

**Object Code**

610 - General Supplies and Materials

**Allowable Use**

13 - School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Replace filters on filling stations and air purifiers. Replace the six water fountains that were shut off during the pandemic with six fill stations to reduce the spread of COVID and other infectious diseases in the most populated areas; elementary and secondary buildings. This was also a sanitization need as identified by the health department inspection report in August of 22.

We are following the approved authorized list. Water filling stations are specialty equipment.

Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency

- Purchase additional supplies or specialty equipment necessary to mitigate the virus within school buildings.

There will not be any additional plumbing needed or walls removed, etc. for these water stations. It already exists. It is Simply taking out an old water fountain and replacing it with a water filling. Example: Elkay LZWSRK EZH20 RetroFit Filtered Bottle Filling Station Kit, Stainless Steel

I am not sure where we are with this. We completed a form for Dean and submitted that directly to ESSER the day of our phone conversation. Was this approved?

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$2,000
<b>Budgeted Expenditures in SFY 2024</b>	\$10,000
<b>Total Expenditures</b>	\$12,000

**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**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Instruction

**Account Number**

63604

**Function Code**

1000 - Instruction

**Object Code**

120 - Regular Non-Certified Salaries

**Allowable Use**

4 - Activities to address the unique needs of low-income children, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including outreach and service delivery.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Para support for small group instruction to focus on skills associated with learning loss in the core areas. Summer sessions will begin at 8:00 and end focused group sessions at 12:30. Individual sessions will begin in the afternoon ending at 3:00 PM. Nine paras will be needed.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$13,000
<b>Budgeted Expenditures in SFY 2024</b>	\$27,000
<b>Total Expenditures</b>	<u>\$40,000</u>

**Status**

Approved

Line Item ID: 218-3-0008

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Supplies and Materials

**Account Number**

63601

**Function Code**

2139 - Other Health Services

**Object Code**

610 - General Supplies and Materials

**Allowable Use**

14 - Inspection, testing, maintenance, repair, replacement and upgrade projects to improve the indoor air quality in school facilities.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

The initial project was partially funded out of ESSER II. The focus was on clean air, circulation, and environmentally safe areas for students. Three HVAC units were started with ESSER II funds in the amount of \$78,930.00 to address clean air circulation in a building with an aged boiler system. Due to the pandemic, there was a delay in the delivery of the product, the supplies, and additional costs for shipping. The project was not fully completed by June 2022. The total cost was approximately \$516,000. The district will ensure the remaining costs out of capital improvements. We would like to use \$100,000 of ESSER III funds toward this HVAV project.

2.13.23 - I am not sure if the review team at KSDE has received our information from approved capital improvements from ESSER II. If this is not going to be approved, I will place these funds toward other activities necessary to maintain the operation of and continuity of services.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$100,000
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	\$100,000

**Status**

Approved

**Line Item Comment from KSDE**

This line item cannot be deemed eligible until the Capital Improvement Prior Approval Request has been submitted and approved.  
[https://www.ksde.org/Portals/0/ECSETS/Announcements/ESSER\\_Capital\\_Improvement\\_and\\_Construction\\_Request\\_Form.docx](https://www.ksde.org/Portals/0/ECSETS/Announcements/ESSER_Capital_Improvement_and_Construction_Request_Form.docx)

Line Item ID: 218-3-0009

**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**

Instruction

**Account Number**

63608

**Function Code**

1000 - Instruction

**Object Code**

100 - Personal Services - 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**

Attraction and retention of staff due to the Pandemic. Hiring interested staff in vacant hard-to-fill positions for the months of February-June in FY 23 and Premium pay for retention of USD staff FY 24. Classified and Certified employees. Approximately 80 employees. This will help retain staff that may be looking at other options outside of education due to the pandemic and the responsibilities associated with this change.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$23,152
<b>Budgeted Expenditures in SFY 2024</b>	\$76,848
<b>Total Expenditures</b>	<u>\$100,000</u>

**Status**

Approved

Line Item ID: 218-3-0010

**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**

Instruction

**Account Number**

63602

**Function Code**2212 - Instruction and Curriculum  
Development Services**Object Code**

110 - Regular Certified Salaries

**Allowable Use**12 - Addressing learning loss among  
students, including vulnerable  
populations.**Please describe the expenditures within the account and how they will address a COVID-19 need**

Develop and identify lessons for students impacted by learning loss. Sessions will begin summer of 23 and throughout FY 24. Develop and identify a standards-driven report card for elementary level students to support parents with skills met and unmet.

Elementary students coming to summer school depend greatly on their parent's schedules. Flexibility in summer school hours will be the key to our success. We are anticipating a start time at 8:00 am and running to noon with whole group instruction... specific tutoring on individual skills will be scheduled from 1:00 to 4:00 pm. Lunch is provided. We are offering a flexible summer school schedule for middle school and high school students. Times of direct and individual sessions will be arranged by the student and the teachers. What does this mean....we know getting enough rest is important and working around the family expectations of the students attending their job sites will not interfere with their academic opportunities. Stress is placed on students if they are unable to go to their job sites. Many students work in the summer from the secondary level. These students are academically behind due to the pandemic...reaching them will only be a success if a traditional schedule.... of what many think summer school looks...will not be set in stone. Meeting their needs will be best if conducted on their time. We have to be creative and flexible in ways to meet their needs. Specialized tutoring will be developed and delivered with the arrangement of the student and teacher. There is an opportunity for 80-100 hours of instruction per student. The number of staff will be based on the number of students that enroll and set schedules. We anticipate the need for nine paras and four teachers.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$38,889
<b>Budgeted Expenditures in SFY 2024</b>	\$77,776
<b>Total Expenditures</b>	<u>\$116,665</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**

Instruction

**Account Number**

63601

**Function Code**

2210 - Improvement of Instruction Services

**Object Code**

734 - Technology -Related Hardware

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Access to college career pathway supplies and materials is a need for at-risk students especially those impacted by the pandemic. Selections from students are made in the fall and are often not a first choice due to the expense. Technology access is viable if students are going to be successful with their career pathway selections and meet the demands of their assignments outside of the school day. This access will increase options for industrial certifications and job placement opportunities.

Student devices are what is needed the most to have direct interaction with college class and their interactive software. From the information provided by students, administration, and the counselor, 10-12 students at least need devices. They cannot afford their own technology and without a device, it places them at a disadvantage before they begin with the required components for the career classes at the secondary level. The object is not 100 as stated. It is 734-Technology Related Hardware. We do not know exactly what is needed because the college class has requirements specific to the instructor. The major need is access and hardware. Each student would be able to receive their textbooks, access to the internet, tools (if required), and a device for their semester.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$23,144
<b>Total Expenditures</b>	<u>\$23,144</u>

**Status**

Approved

Line Item ID: 218-3-0001



**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Instruction

**Account Number**

63602

**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**

\$6,500 will be used for certified staff for the summer session of 2023 using standards-based materials for instruction for students in T2 & T3. \$18,500 will be used for certified staff during extended learning opportunities assisting students with learning loss by the pandemic within the FY2024 school year. The focus will continue with students showing learning deficits, due to the pandemic, needing one on one delivery, and carry over into the summer sessions for students needing credit recovery. Two certified staff will be assigned to learning loss. Our results indicate the following: Total Elementary percentages for ELA over levels one and two averaged 67.33 percent in 2021 and 62.67 percent in 2022. Elementary Math percentages indicated 79.33 percent in the year 2021 and 86.67 percent in year 2022. Secondary percentages indicated an overall average of 86.50 percent in the year 2021 and 80 percent in the year 2022 for levels one and two. Secondary math indicated overall percentages for levels one and two of 85.25 percent in 2021 and 82.25 percent in the year 2022. The pandemic had an impact on our student learning.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$6,500
<b>Budgeted Expenditures in SFY 2024</b>	\$18,500
<b>Total Expenditures</b>	\$25,000

**Status**

Approved

Line Item ID: 218-3-0002

**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**

Instruction

**Account Number**

63607

**Function Code**

2000 - Support 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**

PD Sessions: Offered through the SWPRSC; onsite- during in-service days and individual training teams at the SWPRSC location. Sessions begin in the summer of 23 and throughout FY 24.

**Tiered System of Support:**

The development of a quality-tiered system is important for all levels. Selection of interventions; what they should include, the development and selection of multiple types of assessments including Fastbridge, and the use of evidence-based resources not limited to training modules, on-demand library supports, and workshops, etc. as provided by SWPRSC, to address students that have a high vulnerability and learning loss due to the pandemic. Staff will also learn how to create learning objectives associated with the standards and connected to a specific set of skills needed for improved scores and moving students out of levels one and two.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$3,726
<b>Budgeted Expenditures in SFY 2024</b>	\$17,000
<b>Total Expenditures</b>	\$20,726

**Status**

Approved

Line Item ID: 218-3-0003

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Instruction

**Account Number**

63607

**Function Code**

2000 - Support Services

**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**

SEL PD sessions for support staff and counselors provided by SWPRSC –Specific training of interventions will focus on the needs of the students most at risk and impacted by learning loss associated with the pandemic. Counselors are researching resources such as Second Step as a K-8 program for Elementary and Middle School interventionists.

SEL programs will also include researched based programs and speakers on topics of resilience and building a positive attitude for success; for students that are not engaging socially with their peers. Disengagement was noticeable after students were returning to school full-time after the pandemic.

SEL: Interventions may include but are not limited to tools such as organizational skills, resilience, building positive relationships, and learning how to manage emotions. Support will be provided through shortened windows of implementation and flexibility to meet their academic schedule. Jump-start sessions will be applied during the 4-week summer sessions for students with a heightened focus on mentoring, managing social and emotional distress, anger management, and methods to improve poor academic performance and attendance. These sessions will be directly related to skills that transfer into career-based IPS, skills assessments, selection of pathways, and career-related activities for the fall sessions.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$3,140
<b>Budgeted Expenditures in SFY 2024</b>	\$10,000
<b>Total Expenditures</b>	\$13,140

**Status**

Approved

Line Item ID: 218-3-0004

**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

**Account Number**

63601

**Function Code**

2000 - Support Services

**Object Code**

735 - Technology -Related Software

**Allowable Use**

9 - Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

In researching types of evidence-based programming, iReady was a resource staff selected for T2 and T3 students. Limitations are not being made toward other resources that may engage the learner for progress monitoring. These programs will be used for students that were affected by learning loss during the pandemic. Implementation will begin in the summer of 23 into FY24.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$35,000
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$35,000</u>

**Status**

Approved

Line Item ID: 218-3-0005

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Instruction

**Account Number**

63601

**Function Code**

2000 - Support Services

**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**

MyEducationData software will support students, teachers, and parents with a profile including information on academic performance, attendance, and what skills are not met and/or needed for their career-ready choices. Students will be able to engage their parents during PTC using the reports made available within this software. Students will have an overview status of academic performance according to their grade level and where they score nationally. Addressing learning loss needs will be explicit and staff and parents will be able to build a functional IPS with this information. Specific skills met and unmet will be made available. This information can also be used for credit recovery.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$8,500
<b>Budgeted Expenditures in SFY 2024</b>	\$18,500
<b>Total Expenditures</b>	\$27,000

**Status**

Approved

# ESSER III APPLICATION FOR D0231

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>
Gardner Edgerton	231 East Madison Street, Gardner, KS 66030	PO Box 97, Gardner, KS 66030
<u>Superintendent Name</u>	<u>Superintendent E-mail Address</u>	<u>Superintendent Phone Number</u>
Brian Huff	HuffB@usd231.com	(913) 856-2000

## Authorized Representative of the District Information

<u>Name</u>	<u>Position of Title</u>	<u>E-mail Address</u>	<u>Phone Number</u>
Tiffany Morawiec	Director of Finance	morawiect@usd231.com	(913) 856-2047

<u>Other District Representative 1 - Name</u>	<u>Other District Representative 1 - E-mail Address</u>
Dr. Brian Huff, Superintendent	huffb@usd231.com

<u>Other District Representative 2 - Name</u>	<u>Other District Representative 2 - E-mail Address</u>
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## Plan for Safe Return

Please paste a direct link of your school district's safe return plan that is posted on your website.

Timestamp Please identify yourself by selecting all that apply. If applicable, what grade level(s) do your student(s) attend? (Please select all that apply) Please check all that you would like considered: How important is it to you that we prioritize and invest in each of the following? [Summer learning programs] How important is it to you that we prioritize and invest in each of the following? [After school tutoring programs] How important is it to you that we prioritize and invest in each of

## 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?**

Two full-time custodial positions were added to address expanded building sanitation procedures to safely operate schools for in-person learning. The District continues to incur bus sanitation costs with the student transportation company First Student in order to provide safe bus transportation. One nursing position was added to adequately staff the District's largest student attendance center (GEHS) in order to effectively mitigate the spread of COVID. Lastly, the District employed a dedicated student contact tracer to quickly identify high risk exposures and accelerate both the communication across the District to prevent additional exposures and to prevent delays in instances where quarantine is necessary for the FY22 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 Elementary students had an opportunity to meet one-on-one with school counselors to share concerns, and possible needs they may have at school and home due to the COVID pandemic. At the middle and high school, students could request assistance or a meeting with the school counselors through email or zoom to share concerns or connect to resources. The feedback from students was utilized in assessing student needs and compiling a list of needed resources. In addition, all students in grades 3-12 completed a survey in which they responded to their social emotional needs in the Fall of 2020, Spring 2021, and will continue two times a year through the end of 2022 and SY2023. The data from the survey, as well as the student interaction with the counselors, assisted in determining areas of need. A district wide survey was also emailed in April 2022 and put on our social media where students could respond 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 services, additional personnel and staff support for academic intervention and summer learning programs. Our ESSER plan takes these recommendations into consideration and their needs are ideas in the plan.

## Families

Feedback was obtained through communication with parents including concerns related to social emotional and academic progress during the pandemic. Families were also encouraged to fill out a survey to get their input on how to utilize ESSER III funds to overcome the obstacles and stress of learning in the pandemic era. This was sent to parents, students, and community via text message, email and by posting on our school website. Methods of communication included counselor meetings, parent teacher conferences, Student Improvement meetings, etc. Themes from these conversations led district administration to compiling a list of needed resources. Survey emailed and completed by Students, Staff, Families, and community members on April 29, 2022 and was open through May 12, 2022. The most requested items of the surveys revealed that this group was most interested in: Additional behavioral support and interventions, Additional personnel and staff support for academic intervention, and Expanded social and emotional learning and mental health services. Other requested items supported the use of additional personnel for summer learning programs and Offering more teacher professional development to support teacher growth. The ESSER III Funds will be focused on additional behavior supports for social-emotional support and academic interventionists to support these initiatives.

## School and District Administrators including Special Education Administration

Weekly Department and Cabinet meetings occurred where administrative staff identified areas of needs and developed a plan from feedback and student data to support the learning and environmental needs of the buildings. Survey emailed and completed by Students, Staff, Families, and community members on April 29, 2022 and was open through May 12, 2022.

## Teachers, Principals, School leaders, other Educators, School Staff and their Unions

Our administrative team has met regularly to review the needs of our student and staff populations both at the building and district level. These meetings have included a review of survey and focus group data from our various special population groups. As a result of these meetings, the following have been determined as most important to address in our district. Information was shared with the local teacher union (GENEA) regarding the District's intent to use ESSER funding for premium pay retention incentives and new interventionist and social worker staffing positions to address individual student academic needs. Survey emailed and completed by Students, Staff, Families, and community members on April 29, 2022 and was open through May 12, 2022. Administration took an active role in the process. The eleven building administrators have contributed their thoughts and ideas as well as expressing the needs of the teachers and students as we expand these funds including consideration for our special population groups. The administration felt the following should have a focus in our ESSER III plan: Retention of current employees, Reading and Math Interventionists, Social Workers and wellness breaks for all staff. Healthy Physical Environment supports: PPE / Cleaning supplies / Air purifiers These have all been taken into consideration and are part of our ESSER III plan.

## Tribes

Although the district is unaware of any Tribal residents in the community, we do have 15 students who identify as Native American in our school information system. These families had the opportunities to attend site council meetings as well as reply to both of our surveys. 3 families responded to our surveys. We reviewed links on the Native Education Collaborative which encourages LEAs to address issues of Ineffective curriculum and instruction, Deficient social and emotional supports, and Inadequate educator preparation and training. Through these communications the needs most expressed were: Additional personnel and staff support for academic intervention, Additional instructional materials and resources (software, textbooks, curriculum, etc.), Offering additional extra-curricular activities, Facility upgrades that support student health needs. These have all been taken into consideration and are part of our ESSER III plan.

### **Civil Rights Organization including Disability Rights Organizations**

Monthly meetings with (KASEA) Kansas Association of Special Education Administrators to discuss current trends, legislation and safety protocols to support students with exceptionalities. Emails were sent to Lane Williams at the Disability Rights Center of Kansas with no response. Email was also sent to Kansas Action for Children. Jessica Russell replied that Early learning opportunities, retention incentives for teachers, and social worker supports would be suggested uses. A comprehensive survey emailed and completed by Students, Staff, Families, and community members on April 29, 2022 and was open through May 12, 2022. We had two responses from the community that listed they were associated with a Civil Rights Organization. The most important Summer learning programs, After school tutoring programs, Additional personnel and staff support for academic intervention, Additional behavioral support and interventions, Expanded social and emotional learning and mental health services. Our ESSER plan includes these suggestions based on this feedback to best meet the needs of our students.

### **Stakeholders representing the interests of children with disabilities, English Learners, children experiencing homelessness, children in foster care, migratory students, children who are incarcerated, and other underserved students**

We currently have 1124 special education students, 144 ELL students, 20 students experiencing homelessness including 1 McKinney Vento student, 25 students in foster care and 9 migrant students. We do not currently have any students that are incarcerated. Contact with the district liaison for Migrant Services for USD231 will continue gathering data on student progress and interventions. Monthly state ELL meetings to examine policy and best practice to support English Language Learners as well as monthly ELL department meetings with staff to gather feedback on their students. A District representative attends on-going meetings with McKinney Vento leadership at the state level to remain updated on the needs of the homeless population. Survey emailed and completed by Students, Staff, Families, and community members on April 29, 2022 and was open through May 12, 2022. A total of 97 surveys were completed by parents & staff with students that fall into one or more of the above categories. We have worked closely with our students and representatives of the subgroup populations in our school district in developing our ESSER support plan. Through those surveys and conversations, it was clear that the following supports were most needed: additional personnel and staff support for academic intervention, Additional behavioral support and interventions, Expanded social and emotional learning and mental health services for students and staff. Our ESSER plan includes these suggestions based on this feedback to best meet the needs of our students.

### **Provide the public the opportunity to provide input and take such input into account**

The District provides ESSER funding updates (KSDE quarterly reports) on BoardDocs for public access. Survey emailed and completed by Students, Staff, Families, and community members on April 29, 2022 and was open through May 12, 2022. To further get input from stakeholders, two community surveys were conducted and posted on the district website to encourage community input. There were 1228 responses to the survey. The breakdown included 898 parents, 277 district staff, 3 community members, and 50 student responses. The most requested items of the survey revealed that: After school tutoring programs. Additional personnel (social-emotional & instructional). Additional instructional materials and resources. Educational field trips. Our ESSER plan includes these suggestions based on this feedback to best meet the needs of our students.

### **Use of Funds for Learning Loss Set Aside and The Rest of The Allocation**

**Please briefly describe the impacts of COVID-19 on the district and its Pre-K through 12 students, including any relevant data where possible (e.g., cost impact, learning loss, emotional impact on students). If there has been a disproportionate impact on a special population in the district (e.g., students with disabilities, English Learners, students in foster care, students in poverty, etc.), please describe the impact and provide the number of Pre-K through 12 students in that population.**



From grade and attendance data, we have seen a higher need for intervention in academic skills. We had a higher number of students receiving D's and F's, a higher number of students missing 3 or more days of class. Acadience scores indicate a drop in the number of students meeting benchmark on early literacy skills.

During the pandemic, counselors and district social workers received requests for intense student support and resources including mental health services and in-patient facilities. At the secondary level an increase in office referrals indicated behavior and self-regulation concerns. Referrals to the building Student Intervention Teams also increased.

**How the LEA will use the funds it reserves under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year? (Provide specific references to evidence-based interventions that meet one of the four tiers of evidence, as defined in Sec. 8101(21) of ESEA)**

The District has been using the MTSS model for several years to use data to identify students that have academic and social emotional/behavioral needs. Schools have intervention times with evidence based reading and math interventions as well as a SEL curriculum and interventions to support students. At the Elementary level, an additional interventionist position has been implemented in each building to support academic intervention and an additional elementary social worker position has been allocated. At the middle school level, a math interventionist has been added to each building to work with the existing reading specialist to provide academic interventions. The middle schools also use an SEL curriculum to support students' needs. Two days a week, the middle schools offer an academic support time after school that includes an academic bus to provide students with transportation home. The high school provided summer academic classes to those students that needed academic support. For students in special education, staff are closely monitoring progress on IEP goals and including extended school year services for those students who are not making adequate progress towards those goals.

**How the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act?**

The District will spend its remaining ARP ESSER funds for purchasing supplies to sanitize and clean the District's facilities, developing and implementing procedures and systems to improve the preparedness and response efforts, providing mental health services and supports, including the hiring of District wide social workers, and other activities that are necessary to maintain operation of and continuity of and services, including continuing to employ existing District school staff through a premium pay retention incentive for the FY22 and FY23 school years.

**How the LEA will ensure that the interventions it implements, including but not limited to the interventions under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time, will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students disproportionately impacted by the COVID-19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students.**

The District added ten certified teaching interventionist positions to directly address individual student learning needs. Data on student performance on assessments, attendance, behavior referrals and grades will be evaluated through our MTSS model at the building and district level. In addition the district added a K-12 social worker who will assist students and families in locating needed resources. The social worker will document services provided and topics covered with families. The social worker is also a member of the Communities That Care county organization researches trends needed by at-risk families and provides resources.

## Allocations

	Direct Allocation	True Up Allocation	Total Allocation		20% Minimum
ESSER III Allocations	\$2,822,855	\$733,584	\$3,556,439	ESSER III Allocations	\$564,571
Approved Total	\$1,768,433	\$450,321	\$2,218,754	Approved Total	\$633,606
Amount Left	\$1,054,422	\$283,263	\$1,337,685	Amount Still Needed	\$0
In Review Total	\$984,332	\$278,685	\$1,263,017	In Review Total	\$112,456
Amount Left	\$70,090	\$4,578	\$74,668	Amount Still Needed	\$0

## Line Items

ID	Allocation Type	Learning Loss	Function Code	Object Code	Allowable Use	Total Expenditures	Status
231-3-0052	Direct	False	1000	110	16	\$590,214	Task Force Review
231-3-0053	Direct	True	1000	110	12	\$61,386	Task Force Review
231-3-0054	Direct	True	1000	110	12	\$51,070	Task Force Review
231-3-0055	Direct	False	3100	120	16	\$135,992	Task Force Review
231-3-0056	Direct	False	2600	220	16	\$3,190	Task Force Review
231-3-0057	True Up	False	1000	110	16	\$189,665	Task Force Review
231-3-0058	Direct	False	2100	110	10	\$87,480	Task Force Review
231-3-0059	True Up	False	2100	110	16	\$89,020	Task Force Review
231-3-0060	Direct	False	2100	300	10	\$55,000	Task Force Review
231-3-0004	True Up	False	2200	110	16	\$24,000	Approved
231-3-0005	True Up	False	2300	110	16	\$13,000	Approved
231-3-0006	True Up	False	2400	110	16	\$48,500	Approved
231-3-0007	Direct	False	1000	120	16	\$498,335	Approved
231-3-0008	Direct	False	2400	120	16	\$65,375	Approved
231-3-0009	Direct	False	2500	120	16	\$55,500	Approved
231-3-0010	Direct	False	2600	120	16	\$145,875	Approved
231-3-0011	True Up	False	1000	221	16	\$130,576	Approved
231-3-0012	Direct	True	1000	110	12	\$51,640	Approved
231-3-0013	Direct	True	1000	110	12	\$63,119	Approved
231-3-0014	Direct	True	1000	110	12	\$57,202	Approved
231-3-0015	Direct	True	1000	110	12	\$55,959	Approved
231-3-0017	Direct	True	1000	110	12	\$75,556	Approved
231-3-0018	Direct	True	1000	110	12	\$80,131	Approved
231-3-0019	Direct	True	1000	110	12	\$64,824	Approved
231-3-0020	Direct	True	1000	110	12	\$56,493	Approved
231-3-0021	Direct	True	1000	110	12	\$76,153	Approved
231-3-0022	Direct	True	1000	220	12	\$3,937	Approved
231-3-0023	Direct	True	1000	220	12	\$4,829	Approved
231-3-0024	Direct	True	1000	220	12	\$5,873	Approved
231-3-0025	Direct	True	1000	220	12	\$5,819	Approved

231-3-0026	Direct	True	1000	220	12	\$4,397	Approved
231-3-0027	Direct	True	1000	220	12	\$5,874	Approved
231-3-0028	Direct	True	1000	220	12	\$6,053	Approved
231-3-0029	Direct	True	1000	220	12	\$4,988	Approved
231-3-0030	Direct	True	1000	220	12	\$4,934	Approved
231-3-0031	Direct	True	1000	220	12	\$5,825	Approved
231-3-0032	Direct	False	1000	210	12	\$89,320	Approved
231-3-0034	True Up	False	1000	290	16	\$2,997	Approved
231-3-0038	Direct	False	2600	120	16	\$44,864	Approved
231-3-0039	True Up	False	2600	210	16	\$126	Approved
231-3-0041	Direct	False	2100	120	16	\$20,425	Approved
231-3-0042	True Up	False	2100	220	16	\$1,563	Approved
231-3-0045	True Up	False	2100	110	10	\$183,559	Approved
231-3-0046	Direct	False	2300	120	5	\$47,010	Approved
231-3-0048	True Up	False	2600	610	7	\$46,000	Approved
231-3-0049	Direct	False	1000	110	12	\$1,033	Approved
231-3-0051	Direct	False	2100	110	10	\$167,090	Approved

## Line Item Details

Line Item ID: 231-3-0052

**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 3-GEN PREMIUM PAY

**Account Number**

07 E 1000 110 0100 005

**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 includes retention incentive for 16 classroom teachers at \$1250 per year. For the 2022-23 school year this would provide 408 classroom teachers a retention incentive at \$1500 at our 11 schools. Our district has seen a 50% turnover in the past 2 years.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$20,141
<b>Budgeted Expenditures in SFY 2023</b>	\$570,073
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$590,214</u>

**Status**

Task Force Review

Line Item ID: 231-3-0053

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER 3-GEN MLE CERTIFIED

**Account Number**

07 E 1000 110 0107 003

**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 PROVIDES 1 ADDITIONAL READING INTERVENTIONIST CERTIFIED POSITION TO ADDRESS LEARNING LOSS. THIS POSITION WILL HELP WITH STUDENTS THAT HAVE FALLEN BEHIND DURING COVID AND ADDRESSING THEIR LEARNING LOSS IN READING AND MATH AT MOONLIGHT ELEMENTARY SCHOOL SUPPORTING STUDENTS IN GRADE K-4

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$4,236
<b>Budgeted Expenditures in SFY 2023</b>	\$57,150
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$61,386</u>

**Status**

Task Force Review

Line Item ID: 231-3-0054

**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**

Summer Kickstart

**Account Number**

07 E 1000 110 0100 008

**Function Code**

1000 - Instruction

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Summer Kickstart program in July to address learning loss in grades 1-8 and preps students for next grade level. 8 days 1/2 time program. July 2022 served 200 students and July 2023 the program will be expanded to try to include more students. This cost includes para support and any supplies that are needed as well as payroll tax and other benefits.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$23,070
<b>Budgeted Expenditures in SFY 2024</b>	\$28,000
<b>Total Expenditures</b>	<u>\$51,070</u>

**Status**

Task Force Review

Line Item ID: 231-3-0055

**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 3-GEN PREMIUM PAY

**Account Number**

07 E 3100 120 0100 005

**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**

for fy22 this includes retention incentive for 49 food service classified staff districtwide at \$1250 per year. For the 2022-23 school year this would provide 41 food service staff districtwide retention incentive of \$1500. Our district has seen a 50% turnover in the past 2 years. This includes all payroll tax

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$67,992
<b>Budgeted Expenditures in SFY 2023</b>	\$68,000
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$135,992</u>

**Status**

Task Force Review

Line Item ID: 231-3-0056

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER 3-GEN ERPAY TAX

**Account Number**

07 E 2600 220 0901 003

**Function Code**

2600 - Operation and Maintenance of Plant Services (All except Transportation)

**Object Code**

220 - Social Security Contributions

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

employer payroll taxes- additional custodial positions needed to increased cleaning & sanitation duties due to covid.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$3,190
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$3,190</u>

**Status**

Task Force Review

Line Item ID: 231-3-0057

**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 3-WELLNESS SUB PAY

**Account Number**

07 E 1000 110 0100 019

**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**

FY22 PROVIDED SUBSTITUTES FOR TIMES THAT CERTIFIED STAFF WAS OUT DUE TO QUARANTINE WITH COVID19 ALLOWING THE SCHOOL DAY TO CONTINUE FOR STUDENTS; FY23 THIS WILL BE USED TO PROVIDE SUBSTITUTES TO ALL OUR STAFF TO ALLOW THEM TO HAVE MENTAL HEALTH BREAKS DURING THE YEAR DUE TO COVID 19. THIS IS SUPPORTED BY OUR SURVEY THAT WAS DONE BY STAFF THAT THEY FEEL OVERWHELMED COMING BACK AFTER COVID. THIS INCLUDES ALL PAYROLL TAX

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$54,555
<b>Budgeted Expenditures in SFY 2023</b>	\$135,110
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$189,665</u>

**Status**

Task Force Review

Line Item ID: 231-3-0058

**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 3-BEHAVIOR SPECIALIST

**Account Number**

07 E 2100 110 0100 000

**Function Code**

2100 - Support Services (Students)

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

10 - Providing mental health services and supports.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

USING OUR SURVEY OF PARENTS, STAFF AND STUDENTS BEHAVIOR ISSUES ARE AFFECTING STUDENT LEARNING AND BEHAVIORS HAVE INCREASED IN THE LAST 2 YEARS DURING COVID. ONE BEHAVIOR SPECIALISTS WILL SUPPORT STUDENTS MENTAL HEALTH ISSUES DISTRICTWIDE. this includes payroll tax and benefits.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$87,480
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$87,480</u>

**Status**

Task Force Review

Line Item ID: 231-3-0059

**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 3-PREMIUM PAY

**Account Number**

07 E 2100 110 0100 005

**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**

STAFF RETENTION FOR FY22 TOTALED \$18520 FOR 1 PARENTS AS TEACHERS, AND 13 COUNSELORS. FY23 WILL PAY 3 PARENSTS AS TEACHER STAFF, 14 COUNSELORS, 13 NURSES/HEALTH AIDES, AND 17 SOCIAL WORKER/PYSCHOLOGISTS \$1500 RETENTION PREMIUM. OUR SIDTSTROCT HAS SEEN OVER 50% TURNOVER RATE IN THE LAST 2 YEARS.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$18,520
<b>Budgeted Expenditures in SFY 2023</b>	\$70,500
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$89,020</u>

**Status**

Task Force Review

Line Item ID: 231-3-0060

**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 3-JOCO CO-RESPONDER

**Account Number**

07 E 2100 300 0100 000

**Function Code**

2100 - Support Services (Students)

**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**

PARTNERSHIP WITH JOHNSON COUNTY MENTAL HEALTH TO PROVIDE 1 CO-RESPONDER TO PROVIDE ASSISTANCE WITH STUDENT MENTAL HEALTH CRISIS. OUR SURVEY RESULTS HAD HIGH RESPONSE FOR THE NEED OF MENTAL HEALTH SUPPORTS AND PARTICIPATION IN JOHNSON COUNTY ZERO REASONS WHY CAMPAIGN

**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** \$55,000**Status**

Task Force Review

Line Item ID: 231-3-0004

**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 3-GEN PREMIUM PAY

**Account Number**

07 E 2200 110 0100 005

**Function Code**2200 - Support Services (Instructional  
Staff)**Object Code**

110 - Regular Certified Salaries

**Allowable Use**16 - Other activities necessary to  
maintain LEA operations and services  
and employ existing LEA staff.**Please describe the expenditures within the account and how they will address a COVID-19 need**

Provides \$1250 retention premium for FY22 for 6 central office licensed administrators. FY23 will provide \$1500 retention incentive to 5 central office licensed administrators and 9 library media specialists. Our district has had a 50% turnover rate over the last 2 years

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$7,500**Budgeted Expenditures in SFY 2023** \$16,500**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$24,000**Status**

Approved

**Line Item Comment from KSDE**

Please refer to my narrative for line item 231-3-0001.

Line Item ID: 231-3-0005



**Allocation Type**

True Up Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER 3-GEN PREMIUM PAY

**Account Number**

07 E 2300 110 0100 005

**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**

FOR FY22 THIS PAID \$1250.00 RETENTION INCENTIVE TO 2 CENTRAL OFFICE ADMINISTRATORS. FY23 WILL PROVIDE \$1500 RETENTION INCENTIVE TO 7 CENTRAL BUILDING CERTIFIED ADMIN. Our district has seen a 50% turnover rate over the last 2 years.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$2,500
<b>Budgeted Expenditures in SFY 2023</b>	\$10,500
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$13,000</u>

**Status**

Approved

**Line Item Comment from KSDE**

Please refer to my narrative for line item 231-3-0001.

Line Item ID: 231-3-0006

**Allocation Type**

True Up Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER 3-GEN PREMIUM PAY

**Account Number**

07 E 2400 110 0100 005

**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**

FY22 PAID A \$1,250 PREMIUM PAY RETENTION INCENTIVE TO 22 BUILDING ADMINISTRATORS IN ORDER TO RETAIN EXISTING STAFF EMPLOYMENT WITH USD 231; FY23 WILL PAY \$1500 TO 14 BUILDING ADMINISTRATORS. USD231 HAS SEEN A 50% TURNOVER RATE THE LAST 2 YEARS.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$27,500
<b>Budgeted Expenditures in SFY 2023</b>	\$21,000
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$48,500</u>

**Status**

Approved

**Line Item Comment from KSDE**

Please refer to my narrative for line item 231-3-0001.

Line Item ID: 231-3-0007

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER 3-GEN PREMIUM PAY

**Account Number**

07 E 1000 120 0100 005

**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**

FY22 PROVIDED 173 PARAPROFESSIONALS DISTRICT WIDE WITH A \$1250.00 RETENTION INCENTIVE, FY23 WILL PROVIDE 183 PARAPROFESSIONALS A \$1500 RETENTION INCENTIVE. Our district has seen a 50% turnover rate over the last 2 years.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$223,835
<b>Budgeted Expenditures in SFY 2023</b>	\$274,500
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$498,335</u>

**Status**

Approved

**Line Item Comment from KSDE**

Please refer to my narrative for line item 231-3-0001.

Line Item ID: 231-3-0008

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER 3-GEN PREMIUM PAY

**Account Number**

07 E 2400 120 0100 000

**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**

FOR FY22 THIS PAID \$1,250 PREMIUM PAY RETENTION INCENTIVE TO 24 SCHOOL BASED SECRETARIES AND AIDES DISTRICTWIDE . FOR FY23 A \$1500 RETENTION INCENTIVE WILL BE PAID TO 24 SCHOOL BASED SECRETARIES AND AIDES DISTRICTWIDE. THIS IS TO RETAIN EXISTING STAFF EMPLOYMENT WITH USD 231 WE HAVE SEEN A 50% TURNOVER IN STAFF FOR THE LAST 2 YEARS.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$29,375
<b>Budgeted Expenditures in SFY 2023</b>	\$36,000
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$65,375</u>

**Status**

Approved

**Line Item Comment from KSDE**

Please refer to my narrative for line item 231-3-0001.

Line Item ID: 231-3-0009

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER 3-GEN PREMIUM PAY

**Account Number**

07 E 2500 120 0100 000

**Function Code**

2500 - Central Services

**Object Code**

120 - Regular Non-Certified Salaries

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

FOR FY22 THIS PAID \$1,250 PREMIUM PAY RETENTION INCENTIVE TO 18 CENTRAL OFFICE EMPLOYEES. FOR FY23 A \$1500 RETENTION INCENTIVE WILL BE PAID TO 22 CENTRAL OFFICE STAFF. THIS IS TO RETAIN EXISTING STAFF EMPLOYMENT WITH USD 231 WE HAVE SEEN A 50% TURNOVER IN STAFF FOR THE LAST 2 YEARS.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$22,500
<b>Budgeted Expenditures in SFY 2023</b>	\$33,000
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$55,500</u>

**Status**

Approved

**Line Item Comment from KSDE**

Please refer to my narrative for line item 231-3-0001.

Line Item ID: 231-3-0010

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER 3-GEN PREMIUM PAY

**Account Number**

07 E 2600 120 0100 000

**Function Code**

2600 - Operation and Maintenance of Plant Services (All except Transportation)

**Object Code**

120 - Regular Non-Certified Salaries

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

FOR FY22 THIS PAID \$1,250 PREMIUM PAY RETENTION INCENTIVE TO 50 CUSTODIAL POSITIONS. FOR FY23 A \$1500 RETENTION INCENTIVE WILL BE PAID TO 47 CUSTODIAL STAFF. THIS IS TO RETAIN EXISTING STAFF EMPLOYMENT WITH USD 231 WE HAVE SEEN A 50% TURNOVER IN STAFF FOR THE LAST 2 YEARS.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$61,875
<b>Budgeted Expenditures in SFY 2023</b>	\$84,000
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$145,875</u>

**Status**

Approved

**Line Item Comment from KSDE**

Please refer to my narrative for line item 231-3-0001.

Line Item ID: 231-3-0011

**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 3-GEN ER PAY TAX

**Account Number**

07 E 1000 220 0100 000

**Function Code**

1000 - Instruction

**Object Code**

221 - FICA - Employer's Contribution

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

OBJECT 220 IN USD231 CHART OF ACCOUNTS IS FICA/MEDICARE. WE DO NOT USE OBJECT 221 OR 222. EMPLOYER PAYROLL TAX-PREMIUM PAY RETENTION INCENTIVE TO RETAIN EXISTING STAFF EMPLOYMENT WITH USD 231

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$36,576
<b>Budgeted Expenditures in SFY 2023</b>	\$94,000
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$130,576</u>

**Status**

Approved

**Line Item Comment from KSDE**

Please refer to my narrative for line item 231-3-0001.

Line Item ID: 231-3-0012

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER 3-GEN NE CERTIFIED

**Account Number**

07 E 1000 110 0103 003

**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 PROVIDES 1 ADDITIONAL READING INTERVENTIONIST CERTIFIED POSITION TO ADDRESS LEARNING LOSS. THIS POSITION WILL HELP WITH STUDENTS THAT HAVE FALLEN BEHIND DURING COVID AND ADDRESSING THEIR LEARNING LOSS IN READING AND MATH AT NIKE ELEMENTARY SCHOOL SUPPORTING STUDENTS IN GRADE K-4

<b>Budgeted Expenditures in SFY 2021</b>	\$0
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<b>Budgeted Expenditures in SFY 2022</b>	\$900
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<b>Budgeted Expenditures in SFY 2023</b>	\$50,740
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<b>Budgeted Expenditures in SFY 2024</b>	\$0
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<b>Total Expenditures</b>	<u>\$51,640</u>
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**Status**

Approved

**Line Item Comment from KSDE**

Please provide a comprehensive narrative about what this elementary interventionist's position will entail, including which school(s), what grade levels and the services this individual will be providing. Again, using information from your application will be enhance your description.

Line Item ID: 231-3-0013



**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER 3-GEN EE CERTIFIED

**Account Number**

07 E 1000 110 0104 003

**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 PROVIDES 1 ADDITIONAL READING INTERVENTIONIST CERTIFIED POSITION TO ADDRESS LEARNING LOSS. THIS POSITION WILL HELP WITH STUDENTS THAT HAVE FALLEN BEHIND DURING COVID AND ADDRESSING THEIR LEARNING LOSS IN READING AT EDGERTON ELEMENTARY ELEMENTARY SCHOOL SUPPORTING STUDENTS IN GRADE K-4

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$4,699
<b>Budgeted Expenditures in SFY 2023</b>	\$58,420
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$63,119</u>

**Status**

Approved

**Line Item Comment from KSDE**

Please provide a comprehensive narrative about what this elementary interventionist's position will entail, including what school(s), grade levels and the services this individual will be providing. Again, using information from your application will be enhance your description.

Line Item ID: 231-3-0014

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER 3-GEN GE CERTIFIED

**Account Number**

07 E 1000 110 0105 003

**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 PROVIDES 1 ADDITIONAL READING INTERVENTIONIST CERTIFIED POSITION TO ADDRESS LEARNING LOSS. THIS POSITION WILL HELP WITH STUDENTS THAT HAVE FALLEN BEHIND DURING COVID AND ADDRESSING THEIR LEARNING LOSS IN READING AT GARDNER EDGERTON ELEMENTARY SCHOOL SUPPORTING STUDENTS IN GRADE K-4

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$5,702
<b>Budgeted Expenditures in SFY 2023</b>	\$51,500
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$57,202</u>

**Status**

Approved

**Line Item Comment from KSDE**

Please provide a comprehensive narrative about what this elementary interventionist's position will entail, including which school(s), what grade levels and the services this individual will be providing. Again, using information from your application will be enhance your description.

Line Item ID: 231-3-0015

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER 3-GEN SE CERTIFIED

**Account Number**

07 E 1000 110 0106 003

**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 PROVIDES 1 ADDITIONAL READING INTERVENTIONIST CERTIFIED POSITION TO ADDRESS LEARNING LOSS. THIS POSITION WILL HELP WITH STUDENTS THAT HAVE FALLEN BEHIND DURING COVID AND ADDRESSING THEIR LEARNING LOSS IN READING & MATH AT SUNFLOWER ELEMENTARY SCHOOL SUPPORTING STUDENTS IN GRADE K-4

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$4,459
<b>Budgeted Expenditures in SFY 2023</b>	\$51,500
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$55,959</u>

**Status**

Approved

**Line Item Comment from KSDE**

Please provide a comprehensive narrative about what this elementary interventionist's position will entail, including which school(s), what grade levels and the services this individual will be providing. Again, using information from your application will be enhance your description.

Line Item ID: 231-3-0017

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER 3-GEN MDE CERTIFIED

**Account Number**

07 E 1000 110 0108 003

**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 PROVIDES 1 ADDITIONAL READING INTERVENTIONIST CERTIFIED POSITION TO ADDRESS LEARNING LOSS. THIS POSITION WILL HELP WITH STUDENTS THAT HAVE FALLEN BEHIND DURING COVID AND ADDRESSING THEIR LEARNING LOSS IN READING & MATH AT MADISON ELEMENTARY SCHOOL SUPPORTING STUDENTS IN GRADE K-4

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$3,786
<b>Budgeted Expenditures in SFY 2023</b>	\$71,770
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$75,556</u>

**Status**

Approved

**Line Item Comment from KSDE**

Please provide a comprehensive narrative about what this elementary interventionist's position will entail, including which school(s), what grade levels and the services this individual will be providing. Again, using information from your application will be enhance your description.

Line Item ID: 231-3-0018

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER 3-GEN GSE CERTIFIED

**Account Number**

07 E 1000 110 0109 003

**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 PROVIDES 1 ADDITIONAL READING INTERVENTIONIST CERTIFIED POSITION TO ADDRESS LEARNING LOSS. THIS POSITION WILL HELP WITH STUDENTS THAT HAVE FALLEN BEHIND DURING COVID AND ADDRESSING THEIR LEARNING LOSS IN READING AND MATH AT GRAND STAR ELEMENTARY SCHOOL SUPPORTING STUDENTS IN GRADE K-4

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$5,941
<b>Budgeted Expenditures in SFY 2023</b>	\$74,190
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$80,131</u>

**Status**

Approved

**Line Item Comment from KSDE**

Please provide a comprehensive narrative about what this elementary interventionist's position will entail, including which school(s), what grade levels and the services this individual will be providing. Again, using information from your application will be enhance your description.

Line Item ID: 231-3-0019

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER 3-GEN PRMS CERTIFIED

**Account Number**

07 E 1000 110 0817 003

**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 PROVIDES 1 ADDITIONAL MIDDLE SCHOOL MATH INTERVENTIONIST CERTIFIED POSITION TO ADDRESS LEARNING LOSS. THIS POSITION WILL HELP WITH STUDENTS THAT HAVE FALLEN BEHIND DURING COVID AND ADDRESSING THEIR LEARNING LOSS IN MATH AT PIONEER RIDGE MIDDLE SCHOOL SUPPORTING STUDENTS IN GRADE 5-8

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$4,854
<b>Budgeted Expenditures in SFY 2023</b>	\$59,970
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$64,824</u>

**Status**

Approved

**Line Item Comment from KSDE**

Please provide a comprehensive narrative about what this additional middle school math interventionist's position will entail, including which school(s), what grade levels and the services this individual will be providing. Again, using information from your application will be enhance your description.

Line Item ID: 231-3-0020

**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 3-GEN TRMS CERTIFIED

**Account Number**

07 E 1000 110 0818 003

**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 PROVIDES 1 ADDITIONAL MIDDLE SCHOOL MATH INTERVENTIONIST CERTIFIED POSITION TO ADDRESS LEARNING LOSS. THIS POSITION WILL HELP WITH STUDENTS THAT HAVE FALLEN BEHIND DURING COVID AND ADDRESSING THEIR LEARNING LOSS IN MATH AT TRAILRIDGE MIDDLE SCHOOL SUPPORTING STUDENTS IN GRADE 5-8

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$4,183
<b>Budgeted Expenditures in SFY 2023</b>	\$52,310
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$56,493</u>

**Status**

Approved

**Line Item Comment from KSDE**

Please provide a comprehensive narrative about what this additional middle school math interventionist's position will entail, including which school(s), what grade levels and the services this individual will be providing. Again, using information from your application will be enhance your description.

Line Item ID: 231-3-0021

**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 3-GEN WMS CERTIFIED

**Account Number**

07 E 1000 110 0819 003

**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 PROVIDES 1 ADDITIONAL MIDDLE SCHOOL MATH INTERVENTIONIST CERTIFIED POSITION TO ADDRESS LEARNING LOSS. THIS POSITION WILL HELP WITH STUDENTS THAT HAVE FALLEN BEHIND DURING COVID AND ADDRESSING THEIR LEARNING LOSS IN MATH AT WHEATRIDGE MIDDLE SCHOOL SUPPORTING STUDENTS IN GRADE 5-8 WITH CERTIFIED TEACHER.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$4,513
<b>Budgeted Expenditures in SFY 2023</b>	\$71,640
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$76,153</u>

**Status**

Approved

**Line Item Comment from KSDE**

Please provide a comprehensive narrative about what this additional middle school math interventionist's position will entail, including which school(s), what grade levels and the services this individual will be providing. Again, using information from your application will be enhance your description.

Line Item ID: 231-3-0022



**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER 3-GEN ER PAY TAX

**Account Number**

07 E 1000 220 0103 003

**Function Code**

1000 - Instruction

**Object Code**

220 - Social Security Contributions

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

EMPLOYER PAYROLL TAX-ADDITIONAL ELEMENTARY INTERVENTIONIST CERTIFIED POSITION TO ADDRESS LEARNING LOSS

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$75**Budgeted Expenditures in SFY 2023** \$3,862**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$3,937**Status**

Approved

Line Item ID: 231-3-0023

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER 3-GEN ER PAY TAX

**Account Number**

07 E 1000 220 0104 003

**Function Code**

1000 - Instruction

**Object Code**

220 - Social Security Contributions

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

EMPLOYER PAYROLL TAX-ADDITIONAL ELEMENTARY INTERVENTIONIST CERTIFIED POSITION TO ADDRESS LEARNING LOSS

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$359**Budgeted Expenditures in SFY 2023** \$4,470**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$4,829**Status**

Approved

Line Item ID: 231-3-0024

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER 3-GEN ER PAY TAX

**Account Number**

07 E 1000 220 0105 003

**Function Code**

1000 - Instruction

**Object Code**

220 - Social Security Contributions

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

EMPLOYER PAYROLL TAX-ADDITIONAL ELEMENTARY INTERVENTIONIST CERTIFIED POSITION TO ADDRESS LEARNING LOSS

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$436**Budgeted Expenditures in SFY 2023** \$5,437**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$5,873**Status**

Approved

Line Item ID: 231-3-0025

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER 3-GEN ER PAY TAX

**Account Number**

07 E 1000 220 0106 003

**Function Code**

1000 - Instruction

**Object Code**

220 - Social Security Contributions

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

EMPLOYER PAYROLL TAX-ADDITIONAL ELEMENTARY INTERVENTIONIST CERTIFIED POSITION TO ADDRESS LEARNING LOSS

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$367**Budgeted Expenditures in SFY 2023** \$5,452**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$5,819**Status**

Approved

Line Item ID: 231-3-0026

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER 3-GEN ER PAY TAX

**Account Number**

07 E 1000 220 0107 003

**Function Code**

1000 - Instruction

**Object Code**

220 - Social Security Contributions

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

EMPLOYER PAYROLL TAX-ADDITIONAL ELEMENTARY INTERVENTIONIST CERTIFIED POSITION TO ADDRESS LEARNING LOSS

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$63**Budgeted Expenditures in SFY 2023** \$4,334**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$4,397**Status**

Approved

Line Item ID: 231-3-0027

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER 3-GEN ER PAY TAX

**Account Number**

07 E 1000 220 0108 003

**Function Code**

1000 - Instruction

**Object Code**

220 - Social Security Contributions

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

EMPLOYER PAYROLL TAX-ADDITIONAL ELEMENTARY INTERVENTIONIST CERTIFIED POSITION TO ADDRESS LEARNING LOSS

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$313**Budgeted Expenditures in SFY 2023** \$5,561**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$5,874**Status**

Approved

Line Item ID: 231-3-0028

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER 3-GEN ER PAY TAX

**Account Number**

07 E 1000 220 0109 003

**Function Code**

1000 - Instruction

**Object Code**

220 - Social Security Contributions

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

EMPLOYER PAYROLL TAX-ADDITIONAL ELEMENTARY INTERVENTIONIST CERTIFIED POSITION TO ADDRESS LEARNING LOSS

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$492**Budgeted Expenditures in SFY 2023** \$5,561**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$6,053**Status**

Approved

Line Item ID: 231-3-0029

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER 3-GEN ER PAY TAX

**Account Number**

07 E 1000 220 0817 003

**Function Code**

1000 - Instruction

**Object Code**

220 - Social Security Contributions

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

EMPLOYER PAYROLL TAX-ADDITIONAL MIDDLE SCHOOL MATH INTERVENTIONIST CERTIFIED POSITION TO ADDRESS LEARNING LOSS

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$400**Budgeted Expenditures in SFY 2023** \$4,588**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$4,988**Status**

Approved

Line Item ID: 231-3-0030

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER 3-GEN ER PAY TAX

**Account Number**

07 E 1000 220 0818 003

**Function Code**

1000 - Instruction

**Object Code**

220 - Social Security Contributions

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

EMPLOYER PAYROLL TAX-ADDITIONAL MIDDLE SCHOOL MATH INTERVENTIONIST CERTIFIED POSITION TO ADDRESS LEARNING LOSS

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$346
<b>Budgeted Expenditures in SFY 2023</b>	\$4,588
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$4,934</u>

**Status**

Approved

Line Item ID: 231-3-0031

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER 3-GEN ER PAY TAX

**Account Number**

07 E 1000 220 0819 003

**Function Code**

1000 - Instruction

**Object Code**

220 - Social Security Contributions

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

EMPLOYER PAYROLL TAX-ADDITIONAL MIDDLE SCHOOL MATH INTERVENTIONIST CERTIFIED POSITION TO ADDRESS LEARNING LOSS

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$345
<b>Budgeted Expenditures in SFY 2023</b>	\$5,480
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$5,825</u>

**Status**

Approved

Line Item ID: 231-3-0032

**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 3-GEN ER PAID BENEFITS

**Account Number**

07 E 1000 210 0100 003

**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**

PAID BENEFITS-TEN ADDITIONAL INTERVENTIONIST CERTIFIED POSITION TO ADDRESS LEARNING LOSS

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$1,000**Budgeted Expenditures in SFY 2023** \$88,320**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$89,320**Status**

Approved

Line Item ID: 231-3-0034

**Allocation Type**

True Up Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER 3-GEN OTHER BENEFITS

**Account Number**

07 E 1000 290 0100 000

**Function Code**

1000 - Instruction

**Object Code**

290 - Other Employee Benefits

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

OTHER BENEFITS-UNEMPLOYMENT TAX FOR PREMIUM PAY RETENTION INCENTIVE

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$997**Budgeted Expenditures in SFY 2023** \$2,000**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$2,997**Status**

Approved

Line Item ID: 231-3-0038

**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 3-GEN CUSTODIAL COMP

**Account Number**

07 E 2600 120 0901 003

**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**

FOR FY22 ONE ADDITIONAL CUSTODIAL POSITION WAS NEEDED DUE TO INCREASED CLEANING & SANITATION DUTIES DUE TO COVID. THE POSITION WAS AT THE HIGH SCHOOL.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$44,864
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$44,864</u>

**Status**

Approved

**Line Item Comment from KSDE**

Please provide more information on how many additional custodial positions this expenditure includes and what their job duties will include as a result of the impact of COVID.

Line Item ID: 231-3-0039

**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 3-GEN SUPPORT BENEFITS

**Account Number**

07 E 2600 210 0901 003

**Function Code**

2600 - Operation and Maintenance of Plant Services (All except Transportation)

**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**

EMPLOYER PAID BENEFITS-ADDITIONAL CUSTODIAL POSITIONS NEEDED DUE TO INCREASED CLEANING & SANITATION DUTIES DUE TO COVID

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$126
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$126</u>

**Status**

Approved

Line Item ID: 231-3-0041

**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 3-GEN NURSE COMP

**Account Number**

07 E 2100 120 0901 003

**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**

FOR FY 22 AN ADDITIONAL HIGH SCHOOL NURSE POSITION WAS NEEDED DUE TO INCREASED HEALTH ROOM SERVICES FOR COVID. THIS POSITION DID COVID TESTING FOR STUDENTS.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
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<b>Budgeted Expenditures in SFY 2022</b>	\$20,425
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<b>Budgeted Expenditures in SFY 2023</b>	\$0
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<b>Budgeted Expenditures in SFY 2024</b>	\$0
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<b>Total Expenditures</b>	<u>\$20,425</u>
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**Status**

Approved

**Line Item Comment from KSDE**

Please provide a detailed description of what the additional nurse's work responsibilities will be and how this position addresses a COVID need.

Line Item ID: 231-3-0042

**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 3-GEN NURSE ER PAY TAX

**Account Number**

07 E 2100 220 0901 003

**Function Code**

2100 - Support Services (Students)

**Object Code**

220 - Social Security Contributions

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

EMPLOYER PAYROLL TAXES-ADDITIONAL SCHOOL NURSE POSITION NEEDED DUE TO INCREASED HEALTH ROOM SERVICES FOR COVID

<b>Budgeted Expenditures in SFY 2021</b>	\$0
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<b>Budgeted Expenditures in SFY 2022</b>	\$1,563
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<b>Budgeted Expenditures in SFY 2023</b>	\$0
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<b>Budgeted Expenditures in SFY 2024</b>	\$0
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<b>Total Expenditures</b>	<u>\$1,563</u>
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**Status**

Approved

Line Item ID: 231-3-0045



**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 3 - GEN PSYCHOLOGIST

**Account Number**

07 E 2100 110 0100 003

**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**

THESE 2 PSYCHOLOGIST POSITIONS TO SUPPORT INCREASED SOCIAL AND EMOTIONAL NEEDS OF STUDENTS PROVIDING MENTAL HEALTH SERVICES AND SUPPORTS FOR THE PIONEER RIDGE MIDDLE SCHOOL. USING OUR SURVEY OF PARENTS, STAFF AND STUDENTS BEHAVIOR ISSUES ARE AFFECTING STUDENT LEARNING AND BEHAVIORS HAVE INCREASED IN THE LAST 2 YEARS DURING COVID. THIS WILL HELP ENSURE THERE IS SUFFICIENT ACCESS TO HIGH QUALITY MENTAL HEALTH STAFF FOR OUR STUDENTS.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
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<b>Budgeted Expenditures in SFY 2022</b>	\$0
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<b>Budgeted Expenditures in SFY 2023</b>	\$183,559
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<b>Budgeted Expenditures in SFY 2024</b>	\$0
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<b>Total Expenditures</b>	<u>\$183,559</u>
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**Status**

Approved

**Line Item Comment from KSDE**

Please provide a comprehensive narrative that describes what the psychologist's position will entail and how this expenditure will address a COVID-19 need. You have stated that this position will assist with increased social and emotional needs.

Line Item ID: 231-3-0046

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER 3-GEN CONTACT TRACING

**Account Number**

07 E 2300 120 0100 003

**Function Code**

2300 - Support Services (General Administration)

**Object Code**

120 - Regular Non-Certified Salaries

**Allowable Use**

5 - Procedures and systems to improve LEA preparedness and response efforts.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

FOR THE FY22 SCHOOL YEAR THIS POSITION SUPPORTED CONTACT TRACING FOR THE DISTRICT DURING COVID TO HELP STOP THE SPREAD OF THE PANDEMIC AND KEEP STAFF AND STUDENTS SAFE. THIS POSITION IS NOT NEEDED IN FY23.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
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<b>Budgeted Expenditures in SFY 2022</b>	\$47,010
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<b>Budgeted Expenditures in SFY 2023</b>	\$0
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<b>Budgeted Expenditures in SFY 2024</b>	\$0
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<b>Total Expenditures</b>	<u>\$47,010</u>
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**Status**

Approved

Line Item ID: 231-3-0048

**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 3-GEN CUSTODIAL SUPPLIES

**Account Number**

07 E 2600 610 0100 003

**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**

COVID-BASED CUSTODIAL SUPPLIES & PPE- USED FOR PPE DISTRICTWIDE TO INCLUDE AIR FILTERS, HAND SANITIZER, MASKS, AND CLEANING SUPPLIES TO KEEP OUR SCHOOLS SAFE FOR OUR STAFF AND STUDENTS DUE TO COVID 19.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$46,000
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$46,000</u>

**Status**

Approved

Line Item ID: 231-3-0049

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER 3-GEN-VIRTUAL HOMEWORK

**Account Number**

07 E 1000 110 0100 007

**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 THE BEGINNING OF THE 21-22 SCHOOL YEAR THIS POSITION HELPED STUDENTS THAT WERE HOMEBOUND WITH COVID WITH EXTRA HELP NEEDED TO CONTINUE SCHOOL WHILL IN QUARANTINE. THIS STOPPED OCCURRING AS THE SCHOOL OPENED BACK UP. THIS IS WHY THE AMOUNT IS ONLY \$1033. THIS OCCURRED FROM NOVEMBER 2021- FEBRUARY 22 AND WAS AN EXTRA DUTY FOR HIGH SCHOOL SCHOOL TEACHERS FOR \$17..50/HR.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$1,033
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$1,033</u>

**Status**

Approved

Line Item ID: 231-3-0051

**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 3-GEN SOCIAL WORKER

**Account Number**

07 E 2100 110 0100 019

**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**

FOR FY23 THIS WILL PROVIDE MENTAL HEALTH SUPPORTS FOR STUDENTS DISTRICT WIDE, ONE AT GARDNER EDGERTON HIGH SCHOOL AND ONE AT MOONLIGHT ELEMENTARY. FOR THE LAST TWO YEARS SOCIAL EMOTIONAL HEALTH OF THE STUDENT IS IN THE FOREFRONT DUE TO COVID. THIS WILL HELP ADDRESS STUDENT NEEDS DUE TO THE PANDEMIC AND SUPPORT OUR STUDENTS AND THEIR FAMILIES WORKING TOGETHER WITH THE EDUCATIONAL TEAM.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$167,090
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$167,090</u>

**Status**

Approved

# ESSER III APPLICATION FOR D0247

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>
Cherokee	506 South Smelter, Cherokee, KS 667245015	506 S Smelter, Cherokee, KS 667245015
<u>Superintendent Name</u>	<u>Superintendent E-mail Address</u>	<u>Superintendent Phone Number</u>
Brad Miner	bminer@usd247.com	(620) 457-8350

## Authorized Representative of the District Information

<u>Name</u>	<u>Position of Title</u>	<u>E-mail Address</u>	<u>Phone Number</u>
Brad Miner	Superintendent	bminer@usd247.com	(620) 457-8350
<u>Other District Representative 1 - Name</u>	<u>Other District Representative 1 - E-mail Address</u>		
Bill Nott	bnott@usd247.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://usd247.com/usd-247-safe-return-and-continuity-of-services-plan-2021-22/>

## 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, the Kansas State Department of Education (KSDE), the Kansas Department of Health and Environment (KDHE), our local education service center, neighboring school districts, and the CDC to remain up-to-date on guidance related to safely operating in-person learning for the school year. We will continue to weigh heavily this guidance as we move forward. From this guidance we have used and will continue to use ESSER funds to implement COVID mitigation strategies within the district that are recommended by the CDC which include wearing face masks, social distancing, frequent hand washing and sanitizing, purchasing cleaning and disinfecting supplies for daily disinfection of surfaces, implementing COVID testing, etc.

According to the CDC, improving ventilation is an important prevention strategy that can reduce the number of virus particles in the air and bringing fresh outdoor air into a building helps keep virus particles from concentrating inside. Therefore, we will also use our funds to improve our HVAC units to provide fresh air and improve ventilation in classrooms and offices. The CDC also recommends frequent handwashing to keep from getting and spreading infectious illness such as COVID-19. Installing touchless valves on all toilets and sinks in the district will promote frequent handwashing and will eliminate contact with those frequently touched surfaces thus reducing the risk of spreading COVID-19 that can live on those surfaces. These devices will be particularly important in mitigating the spread of the virus as we have visitors come into our schools for events.

We will also use these funds to support an additional school nurse and hire an additional bus driver. Adding a nurse will allow us to effectively and efficiently implement COVID-19 testing of students and staff which in turn can keep more students and staff on site for in-person learning. The addition of a nurse will also allow us to better communicate with families and the local health department as well as assist with contact tracing. An additional bus driver will allow for greater social distance on buses by limiting the number of students on a bus. With the large number of students we transport, this is a positive mitigation strategy.

## 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 reached out to our middle school and high school students through a survey to gain their input on how to use our ESSER III funds. Of those responding, 58% supported upgrading HVAC systems in the district to improve the exchange of fresh air in classrooms and offices, 51% responded in favor of adding touchless toilets and faucets in the district, 49% supported upgrading windows to allow for more fresh air, 47% were in favor of adding additional instructional materials, 33% supported construction of a new elementary cafeteria to allow for social distancing, 29% supported additional health personnel, 22% were supportive of after school learning programs, 20% were supportive of additional support for academic intervention, and 8% were in favor of summer learning programs. In addition, the Superintendent's Student Advisory group met with the superintendent to further provide input. This group of students representing all middle and high school students indicated their support for adding instructional materials and resources, providing additional health personnel to assist the school nurse, construction of a new elementary cafeteria to allow for adequate social distancing, upgrading heating and air conditioning to allow for fresh air into classrooms and offices, and installing touchless faucets and toilets. Other items that the group shared their support for included touchless soap dispensers, improving hot water availability in locker rooms at the high school, adding a new girls locker room at the middle school to allow for greater social distancing, replacing the scoreboard sign at the football field, and increasing the number of water bottle filling stations at the elementary school. All survey results were shared with the board of education who then used that input to determine what to include on the district ESSER III application.

### Families

The district created a survey for families to provide input for potential uses of ESSER III funding. The district had 86 families respond to this survey. Of the 86 responding, 71% were supportive of upgrading HVAC systems to allow for fresh air circulation and better ventilation in classrooms and offices, 60% were in favor of upgrading windows to improve fresh air circulation, 56% were supportive of both after school learning programs and touchless faucets and toilets, 55% supported additional instructional materials and resources, 50% were supportive of the construction of a new cafeteria at the elementary school to allow for proper social distancing, 44% were in favor of summer learning programs, 40% supported additional personnel to support academic intervention, and 26% supported additional health personnel. All survey results were shared with the board of education who then used that input to determine what to include on the district ESSER III application.

## **School and District Administrators including Special Education Administration**

As a small school district, all school administrators are actively involved in all aspects of developing a plan to use ESSER III funding. The admin team meets once a week at a minimum and COVID related information and mitigation is always on the agenda. In addition to district administration, the lead school nurse provides input as well. Our district is a member of the SEK Interlocal that provides our special education services. The administration from both the interlocal and the school district work closely, meeting at least once a month, to ensure the needs of identified students and special education staff are addressed with ESSER funding. In addition, the district has a board member that serves on the interlocal board which improves communication and the sharing of ideas and resources. All stakeholder input was reviewed by this group of stakeholders to create recommendations for the board of education for use of the ESSER III funds. From the stakeholder input, the following recommendations were shared with the board: To provide summer and after school learning opportunities to address learning loss, add an academic support specialist at the elementary school, provide staff and students with instructional materials and resources and technology to address learning loss, add an assistant school nurse, construct a new elementary cafeteria to allow for social distancing, upgrade HVAC systems to allow for fresh air ventilation, and add touchless faucets and toilet valves.

## **Teachers, Principals, School leaders, other Educators, School Staff and their Unions**

The USD 247 administration and board of education have a strong working relationship with both classified and certified staff as well as the teachers union. All staff members were given the opportunity to share input through a short survey concerning the potential uses of ESSER III funding. Twenty-six staff members, including members of our local teachers union, participated in the survey. Of the 26 responding, 69% supported upgrading HVAC units to circulate fresh air and improve ventilation in classrooms and offices, 65% were in favor of upgrading to touchless faucets and toilets, 62% supported adding academic personnel support, 46% supported upgrading windows to improve fresh air in classrooms and offices, 38% were in favor of both adding additional instructional resources and after school learning programs, 54% were supportive of adding a new cafeteria at the elementary school to be able to meet social distancing expectations, and 31% supported both summer learning programs and adding additional health personnel. The superintendent also was available and visited with several staff members in person, by email, or phone to discuss any concerns or any ideas they wanted to share. All survey results were shared with the board of education who then used that input to determine what to include on the district ESSER III application.

## **Tribes**

USD 247 does not have any Tribes located in the district or within 50 miles of our district, nor does our information system indicate if students are a member of a tribe. However, we have identified eleven families within our district that have listed their ethnicity as American Indian. To ensure these families were given the opportunity to provide input into the use of our ESSER III funds, we created a survey specifically to gain feedback from them. The district received a 100% return of these surveys and through the surveys we learned that some families indicated that they were members of a tribe, or identified with a tribe, but may or may not have been a registered member of a tribe. The survey revealed the top two priorities for approximately 45% of those responding was to add instructional materials and resources and touchless faucets and toilets. In addition, after school learning programs and upgrading heating and air conditioning systems to allow for fresh air into classrooms and offices were recommended by nearly 30% of respondents. Other items receiving support included adding additional personnel support for academic intervention, adding health personnel to assist the school nurse, construction of a new elementary cafeteria to allow for greater social distancing, and upgrading windows to allow for fresh air into classrooms and offices.

## **Civil Rights Organization including Disability Rights Organizations**

Our district reached out to the Disability Rights Center (DRC) of Kansas located in Topeka, Kansas and they provided input to us and it is reflected in some of the ways we plan to use our ESSER III funds. They shared the following with us via email: "To follow up on our telephone conversation, the Disability Rights Center of Kansas supports schools in Kansas which are trying to obtain additional educational supports and services to address the loss in learning by students, particularly students with disabilities, due to the covid pandemic. DRC is the officially designated protection and advocacy organization in Kansas for individuals with disabilities. We are a private non-profit which provides legal advocacy services to clients on a variety of disability rights issues, including education issues encountered by students with disabilities. Since March 2020, our office has received numerous calls from parents of children with disabilities with concerns about the harmful disruption to the educational progress of their children due to the pandemic. They see their children, like their peers, struggling to catch up to where they were educationally prior to the onset of the pandemic. Unlike their peers, however, their disabilities often create an additional barrier to making progress. Additional supports and services, such as summer enrichment programs and after school tutoring, are necessary to give students with disabilities a better opportunity to stop the slide in their educational progress due to the pandemic."

**Stakeholders representing the interests of children with disabilities, English Learners, children experiencing homelessness, children in foster care, migratory students, children who are incarcerated, and other underserved students**

Special Education Consultation Summary: The American Rescue Plan Act of 2021 requires LEAs to engage in meaningful consultation with specific stakeholder groups within the LEA and community. The SEK Interlocal collaborates with member districts in providing special education and related services to identified district students. Our district is a member of the SEK Interlocal and the administration from both the interlocal and the school district meet monthly and work together to ensure the needs of identified students and special education staff are addressed with ESSER funding.

Need: In consultation between the district and the SEK Interlocal, both entities recognize needs and priorities of learning loss, and an increase in psychosocial issues, for disabled students directly related to the pandemic and subsequent school closure and disruptions.

Specifically:

\*School Closure and Remote Instruction implemented for students created learning loss for some students, especially those who require extra academic assistance, benefit from direct peer modeling, or whose instruction requires differentiation and individualization. Students with health disabilities have been especially impacted.

\*Disruptions in access to peers, structured educational environments, and behavioral supports have increased the intensity and need for social emotional supports for many students including students with disabilities.

Priorities: The district and SEK Interlocal acknowledge that utilizing ESSER III dollars to support the following types of extra supports would benefit not only students with disabilities, but all students:

\*Expanded learning opportunities such as after school programs and summer school programs to provide enriched learning opportunities.

\*Increased professional and staffing increases to expand access and support for individualized learning. This may require increased cost of funding to raise compensation levels in effort to compete with a human resource shortage.

\*Programs and resources to support students and families experiencing social-behavioral issues. This could include school-wide behavioral supports, and increased access to staff trained to address these needs.

\*Activities or implementation of best practices related to health and wellness such as increased nursing staff, health education and exercise programs. Modifications to the school environment and use of advancements to promote air quality and a sanitary environment.

English Language Learners and Migratory Students: When every student enrolls in our school, parents or guardians complete a language survey that provides information about each student's language proficiency and needs. The data from these surveys are noted in our student information system which does not currently show any students with English Language Learning needs. Our data system also tracks migratory students and currently the district does not have any of those students.

Homeless Students: Each year every family completes a housing survey that both provides information on that student's current housing, whether temporary or permanent, if it is shared housing and who they reside with currently. It also provides parents/guardians with their child's housing and educational rights and the contact information for our homeless liaison. The students who are identified as homeless are those who usually live with a relative and there are very few of those within our district. We reached out to these students/families and provided the opportunity to give input into the use of ESSER funds through our survey.

Foster Students: There is a very small enrollment of foster students, but these students usually live with a relative as well. We reached out to these families to participate in any discussions and surveys concerning the use of ESSER funds. In addition, the district reached out and surveyed the Partnership for All Cherokee County Children. This group consists of people who work in our county and provide services to all of the children groups mentioned in this section of the application. We asked them to choose the three areas they felt needed to be addressed with the ESSER III funds. Seventy-five percent of the respondents chose, "Planning and implementing summer learning and supplemental after-school programs," as one of their choices. Three other choices received 50 percent of the responses. They are as follows: 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; Providing mental health services and supports; and Addressing learning loss among students, including vulnerable populations. Our district agrees that these are all critical areas that need to be addressed with the ESSER III funding, and we believe they are all addressed in our plan. In addition, the district reached out to KVC (Kaw Valley Center - nonprofit organization that helps families with in-home therapy, behavioral healthcare, foster care, adoption and children's psychiatric hospitals.) and TFI (a private not-for-profit 501(c)(3) organization providing foster care services and care for the children and families in Kansas, Nebraska, Oklahoma, & Texas) but did not receive any response back to our requests for input.

**Provide the public the opportunity to provide input and take such input into account**



The district held an open discussion on the use of ESSER 3 funds at two board meetings at which parents or community members could voice any input for the use of the funds. Attendance at these meetings was poor. In addition, a district survey was conducted and provided to staff, parents, students, and community members. There were 172 responses to the survey. Below are the percentages of respondents rating items as being in their top two uses for the funds: Summer Learning Programs (8.1%), After school programs (15.1%), additional academic support (18.6%), additional instructional materials (23.3%), additional health personnel (8.7%), new elementary cafeteria for social distancing (24.4%), upgrading HVAC with fresh air (41.9%), upgrading windows for fresh air (24.4%), and touchless faucets and toilets (35.5%). The district also held a community conversation in February. This included members from the community, school administration and staff, various entities serving children and families, and a state board of education member. Through this conversation the need for quality housing and childcare were made clear for the school district to be able to better support staff and families, especially those impacted by the pandemic. The importance of using ESSER funds to keep school open during the pandemic so staff and parents can maintain their employment while having a safe place for their children during the work day was a priority. The district, in conjunction with the health department, have worked diligently during the pandemic to keep school open and in-person and we have done so even when other schools shut down. As a follow up step, the district will partner with The Family Resource Center in Pittsburg, Kansas to conduct a study to have data to provide further direction and next steps for 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.**

USD 247 began the 2020-2021 school year in-person with a limited remote learning option. The district did not miss any school due to COVID but did miss several days due to winter weather conditions. Generally, the district operated normally while implementing several COVID mitigation strategies such as wearing face masks, social distancing, placing students in cohort groups and adjusting student schedules, frequent hand washing and sanitizing, temperature checks, etc. By the end of the school year we were experiencing very little impact from the pandemic.

We began the 2021-2022 school year with many of the same mitigation strategies as we used the previous year. The biggest change was not having a remote learning option available for students. We have been in-person since August 19 and have experienced very few positive COVID cases or related quarantines. We continue to work closely with our local health department and began the year wearing face masks per their recommendation.

The main areas of impact from the pandemic include academic impact, social-emotional impact, financial impact, and an impact on nursing services. These areas are addressed individually in the following paragraphs.

Academic – FastBridge data shows academic decline for elementary students. Middle school data shows students maintained knowledge but did not show growth. In a normal school year we would expect 3 points of growth in math and 8 points in reading. For the 2020-2021 school year most of our grade levels did not achieve this metric. Grade reports indicate students who chose the remote option had more failing grades than those who were in person. High school data shows a 22% increase in students failing classes as compared to last year. Seniors at-risk of graduating have increased over last year 1 to 5 and high school dropouts have gone from 0 to 3. Members of the 2021-2022 senior class requesting early graduation in December is larger than in the past. The most prevalent reason given is the desire to increase their work availability to earn money to better support themselves and thus taking some of the burden off of their parents whose employment has been negatively affected by the pandemic. Additionally, composite ACT average scores have fallen dramatically since the pandemic began.

ACT Composite Class Averages are as follows: 2019 (20.4), 2020 (17), 2021 (19.1), and 2022 (17.0).

For the Spring of 2021, the 3rd and 4th grade state assessments in mathematics and reading overall continued to show positive results as the district median was above the state median. At the middle school level, our students' reading scores were near the state median in grade 5 and 8, and at or above the state median in grades 6th and 8th. The 6th, 7th, and 8th grade math scores were near or above the state median, too. The tenth graders scored near the state median in math, as well.

Although at or near the state median in several grade levels, as a district, learning loss was observed by a decrease in the number of students scoring at Levels 3 and 4 in reading from before the pandemic in 2018-2019 and 2020-2021 at grades 5, 6, 7, and at the high school level. In math, grade levels 4, 5, 6, 7, and high school also showed learning loss through a decrease of students scoring in Levels 3 and 4 during the same period.

Summer 2021, elementary at-risk students in reading and/or math, were given the opportunity to attend a summer program that focused on both of these areas over a period of 6 weeks. Data on math and reading showed an increase in student learning during this time frame. When school started in the fall, the academic program continued after school. The purpose of the afterschool program is to focus on student learning loss in the areas of math and reading as a result of the pandemic. The afterschool program was also implemented at the middle and high school levels to address student learning loss.

Social Emotional - For the 2020-2021 school year, the district saw an increase in the number of students referred for mental health support. Our part-time school-based therapist had 153 student encounters by early spring and seventeen of these children were seen regularly for therapy. Our high school counselor has seen an increase in the number of students requiring on-going counseling going from 30 students in 2019-2020 to 45 students in 2020-2021. Our high school has also experienced an increase in the number of students using drugs and tobacco.

To begin the 2021-2022 school year, the district was able to move from a part-time school based therapist to a full-time therapist. For the first two months of school, the therapist has had 35 encounters with students and 25 students are currently receiving therapy.

The increase in students needing mental health support has our counselors being utilized at all levels more than ever to both support individual student needs as well as presenting classroom lessons that support mental health and awareness. As of Nov. 2021, our therapist has the following caseload per building: Elementary 12 students, Middle School 16 students, and High School 12 students. This number is continuously changing as more and more families are reaching out for the services.

Financial – When the pandemic hit, we were not a district wide one-to-one device school. Classrooms were not designed to teach remotely and in person at the same time. Equipment was needed including computers, cameras, smartboard technology, etc. Professional development was also needed. Many families did not have internet access and the district provided hotspots which created another cost. Expenses were incurred to ensure a safe return to in-person learning and to mitigate the virus. Personal protective equipment, cleaning and sanitation supplies, additional personnel, thermometers, hand sanitizer, etc., were needed. The ESSER funds have offset these costs to the district and have allowed the district to purchase many items to help ensure the safety of students and staff.

Nursing Services - The pandemic has also impacted our nursing services greatly in the district. Our district has three buildings of which one of them is in another town 10 minutes away. The COVID impact being so great made it very difficult for our one nurse to serve the staff and students in a timely manner. The added responsibilities included contact tracing, COVID testing, additional communication and information sharing with families and staff, a day to day communication and working relationship with the local health department, helping to implement mitigation strategies and to monitor their effectiveness, etc. Federal funds have played a significant role in the district being able to add an additional nurse to better address needs created by the pandemic.

**How the LEA will use the funds it reserves under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year? (Provide specific references to evidence-based interventions that meet one of the four tiers of evidence, as defined in Sec. 8101(21) of ESEA)**

We will use ESSER funds to address the academic impact of lost instructional time in the following ways:

1. Implement Summer Learning Programs and After School Programs - Evidence suggests benefits to offering students the opportunities to engage in summer learning and after school programs that include academic and social-emotional learning activities to minimize learning loss. USD 247 will implement summer learning programs and after school learning programs in our district to address learning loss as a result of the pandemic. Evidence to support summer learning and after school learning programs includes, but is not limited to the following:

Kidron, Y., & Lindsay, J. (2014). The Effects of Increased Learning Time on Student Academic and Nonacademic Outcomes: Findings from a Meta-Analytic Review. REL 2014-015. Regional Educational Laboratory Appalachia.

S. McCombs, J. S., Augustine, C., Schwartz, H., Bodilly, S., McInnis, B., Lichter, D., & Cross, A. B. (2012). Making summer count: How summer programs can boost children's learning. *Education Digest: Essential Readings Condensed For Quick Review*, 77(6), 47–52. Retrieved from [https://www.rand.org/content/dam/rand/pubs/monographs/2011/RAND\\_MG1120.pdf](https://www.rand.org/content/dam/rand/pubs/monographs/2011/RAND_MG1120.pdf)

Terzian, M., & Moore, K. A. (2009). What works for summer learning programs for low-income children and youth: Preliminary lessons from experimental evaluations of social interventions. Washington, DC. Author. Retrieved from <https://www.childtrends.org/wp-content/uploads/2009/09/2009-41WWSummerLearning.pdf>

Sloan McCombs, J., Augustine, C. H., Schwartz, H. L., Bodilly, S. J., McInnis, B., Lichter, D. S., & Brown Cross, A. (2012). Making summer count: How summer programs can boost children's learning. *Education Digest: Essential Readings Condensed for Quick Review*, 77(6), 47–52. Retrieved from <https://eric.ed.gov/?id=EJ978299> Full text available from <https://www.wallacefoundation.org/knowledge-center/pages/making-summer-count-how-summer-programs-can-boost-childrens-learning.aspx>

2. USD 247 uses the PLC (Professional Learning Community) framework to ensure high levels of learning for all students. A PLC asks three questions: What do we want our students to know? How will we know if they know it? What do we do if they don't know it? And what do we do if they do know it? Our students have experienced learning loss during the pandemic, therefore, how we respond to the question, "What do we do if they don't know it?", is very important in closing the learning gap. This question is addressed through our MTSS process. To strengthen this process, USD 247 will utilize ESSER III funds to hire an Academic Support Specialist to provide MTSS support to students identified with learning loss from the pandemic. A key component of MTSS that is currently lacking at our elementary school is a certified teacher to provide individual and small group supplemental and intensive instruction to struggling students during the school day. Our academic specialist will work in conjunction with our classroom teachers to provide this protected time for instructional support. According to research, as the intensity of instruction is needed, group size should decrease and be provided by highly trained and certified teachers. It is important to note that our academic specialist will be a certified teacher and highly qualified to provide the highest level of support. Research supporting this includes:

Foorman, B., Francis, D., Fletcher, J., Schatschneider, C., & Mehta, P. (1998). The role of instruction in learning to read: Preventing reading failure in at-risk children. *Journal of Educational Psychology*, 90, 37-55.

Vaughn, S., Wanzek, J., Woodruff, A. L., & Linan-Thompson, S. (2007). Prevention and early identification of students with reading disabilities. In D. Haager, J. Klingner, & S. Vaughn (Eds.), *Evidence-Based Reading Practices for Response to Intervention*. Baltimore: Paul H. Brookes Publishing.

Darling-Hammond, L. (2000). Teacher quality and student achievement: A review of state policy evidence. *Education Policy Analysis Archives*, 8(1). Retrieved April 2008 from <http://epaa.asu.edu/epaa/v8n1/>

Elbaum, B., Vaughn, S., Hughes, M.T., & Moody, S.W. (2000). How effective are one-to-one tutoring programs in reading for elementary students at risk for reading failure? A meta-analysis of the intervention research. *Journal of Educational Psychology*, 92, 605-619.

Harn, B., Kame'enui, E., & Simmons, D. (2007). The nature and role of the third tier in a prevention model for kindergarten students. In Haager, D., Klingner, J., and Vaughn, S. (Eds.), *Evidence-Based Reading Practices for Response to Intervention*. Baltimore: Paul H. Brookes Publishing.

Vaughn, S., Linan-Thompson, S., Kouzekanani, K., Bryant, D.P., Dickson, S., & Blozis, S.A. (2003). Reading instruction grouping for students with reading difficulties. *Remedial and Special Education*, 24(5) 301-315.

3. We will also use ESSER funds to address learning loss from the pandemic by strengthening our MTSS assessment system. Specifically we will purchase programs for universal screening, diagnostic testing, progress monitoring, and meeting academic outcomes. These programs are essential as our teachers work with all learners, but especially struggling learners and those affected by the pandemic. Research that supports this includes but:

Fuchs, L. & Fuchs, D. (2007). The role of assessment in the three-tier approach to reading instruction. In Haager, D., Klingner, J., and Vaughn, S. (Eds.), *Evidence-Based Reading Practices for Response to Intervention*. Baltimore: Paul H. Brookes Publishing.

Good, R.H., Simmons, D.C., & Smith, S.B. (1998). Effective academic interventions in the United States: Evaluating and enhancing the acquisition of early reading skills. *School Psychology Review*, 27, 45-56.

Lewis, T.J., Sugai, G. (1999, February). Effective behavior support: A systems approach to proactive schoolwide management. *Focus on Exceptional Children*, 31(6).

#### Screening

Baldian, N.A. (1998). A validation of the role of preschool phonological and orthographic skills in the prediction of reading. *Journal of Learning Disabilities*, 31, 472-481.

Glover, T.A. & Albers, C.A. (2007). Considerations for evaluating universal screening assessments. *Journal of School Psychology*, 42(2), 117-135.

Good, R.H., Simmons, D.C., & Kame'enui, E.J. (2001). The importance of decision-making utility of a continuum of fluency-based indicators of foundational reading skills for third grade high-stakes outcomes. *Scientific Studies of Reading*, 5, 257-288.

Jenkins, J.R. (2003). Candidate measures for screening at-risk students. Paper presented at the NRCLD Responsiveness-to-Intervention Symposium, Kansas City, MO.

McIntosh, K., Horner, R.H., Chard, D.J., Boland, J.B., and Good III, R.H. (2006). The use of reading and behavior screening measures to predict nonresponse to school-wide positive behavior support: A longitudinal analysis, *School Psychology Review*, 35 (2), 275-291.

#### Diagnostic

Nelson, J.R., Benner G.J., & Gonzalez, J. (2003). Learner characteristics that influence the treatment effectiveness of early literacy interventions: A meta analytic review. *Learning Disabilities Research and Practice*, 18, 255-267.

#### Progress Monitoring

Foorman, B.R., & Torgeson, J.K. (2001). Critical elements of classroom and small-group instruction promote reading success in all children. *Learning Disabilities Research and Practice*, 16(4), 202-211.

Fuchs, L.S., Deno, S.L., & Mirkin, P.K. (1984). Effects of frequent curriculum-based measurement on pedagogy, student achievement, and student awareness of learning. *American Educational Research Journal*, 21, 449-460.

McMaster, K. & Wagner, D. (2007). Monitoring response to general education instruction. In S. R. Jimerson, M. K. Burns, & A. M. VanDerHeyden (Eds.), *The Handbook of Response to Intervention: The Science and Practice of Assessment and Intervention*.

**How the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act?**

The district will use its remaining ESSER II and III funds for the following purposes:

1. Premium Pay for Certified and Classified Staff - To retain those who are providing extra services and willing to continue working in a pandemic environment.
2. Assistant School Nurse - These funds will be used to add a school nurse to assist with the additional needs created by the pandemic which include contact tracing, reporting and communicating with the health department and KDHE, on-site COVID testing, and meeting the additional health care needs of staff and students.
3. HVAC Upgrades - To improve the air quality and ventilation in schools. These upgrades will replace existing units with new units that include fresh air circulation.
4. Touchless Faucets and Toilets - To replace existing flush and sink valves with touchless valves. This will allow us to further mitigate COVID transmission among students, staff, and visitors.
5. Cafeteria Building - These funds will be used to create a new building to house a cafeteria on the campus of our elementary school. The existing cafeteria is in the basement of a building that was constructed in 1916 and is very small in size and does not allow us to maintain social distancing of students with at least three feet as CDC mitigation strategies recommend to reduce transmission risk. In addition, there are no windows or HVAC systems that allow for fresh air or adequate ventilation (as recommended by the CDC) in the existing cafeteria which greatly limits our ability to mitigate transmission of the virus. A new, larger cafeteria will allow us to adequately social distance students to mitigate the spread of the virus. The new cafeteria will also have HVAC units that allow fresh air to be circulated throughout the facility. It is also important to note that when reaching out to stakeholders on how best to use our ESSER III funds, creating a new space to be better able to socially distance students during lunch was one of their top 3 priorities as well as improving HVAC units to provide fresh air.
6. Additional Bus Driver - Adding an additional bus driver will allow us to reduce the number of students on a bus route thus increasing our ability to socially distance students on the buses.
7. Additional certified teacher - These funds will be used to hire an additional certified teacher to increase social distancing and address the learning loss of students as a result of the pandemic. We currently have only one Kindergarten section in a small room in which wall construction cannot be opened up or expanded. We do have another small room that the new teacher would occupy. The addition of this certified teacher will allow for greater social distancing which cannot be accomplished in the existing room. This certified teacher addition will also allow us to create a smaller group of students to better address learning loss from the pandemic.
8. Additional paraprofessional - These funds will be used to hire a paraprofessional to work with students one on one and in small groups and to support teachers to address learning loss resulting from 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.**

Our ESSER Plan was developed collaboratively with key stakeholders in our community, including our local special education cooperative, our education service center, staff, administration, students, community, and the Kansas State Department of Education and KDHE. 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.

In addition, the district administration team meets regularly to ensure ESSER funding is being used as intended and to evaluate the implementation and results of funded strategies, programs, etc. Regular reports will be provided to the board of education who will ultimately oversee implementation, appropriate use of ESSER funds, and results to ensure a positive impact on students.

## Allocations

	Direct Allocation	True Up Allocation	Total Allocation		20% Minimum
ESSER III Allocations	\$1,183,410	\$0	\$1,183,410	ESSER III Allocations	\$236,682
Approved Total	\$486,478	\$0	\$486,478	Approved Total	\$307,264
Amount Left	\$696,932	\$0	\$696,932	Amount Still Needed	\$0
In Review Total	\$696,932	\$0	\$696,932	In Review Total	\$117,267
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
247-3-0047	Direct	False	4000	450	13	\$2,800	Task Force Review
247-3-0048	Direct	False	2000	121	16	\$82,350	Task Force Review
247-3-0049	Direct	False	1000	221	16	\$7,219	Task Force Review
247-3-0050	Direct	False	1000	260	16	\$182	Task Force Review
247-3-0051	Direct	False	1000	111	16	\$56,350	Task Force Review
247-3-0052	Direct	True	1000	111	12	\$60,367	Task Force Review
247-3-0053	Direct	False	1000	736	9	\$7,000	Task Force Review
247-3-0054	Direct	True	2213	330	12	\$3,000	Task Force Review
247-3-0055	Direct	False	2600	739	14	\$290,979	Task Force Review
247-3-0056	Direct	False	2600	730	13	\$104,805	Task Force Review
247-3-0057	Direct	False	2700	121	16	\$20,420	Task Force Review
247-3-0058	Direct	True	1000	111	11B	\$27,800	Task Force Review
247-3-0059	Direct	True	2700	121	11B	\$10,100	Task Force Review
247-3-0060	Direct	True	1000	210	12	\$16,000	Task Force Review
247-3-0061	Direct	False	2720	213	16	\$7,560	Task Force Review
247-3-0001	Direct	True	1000	111	11A	\$28,650	Approved
247-3-0002	Direct	True	1000	111	11B	\$32,825	Approved
247-3-0003	Direct	True	1000	121	11A	\$8,640	Approved
247-3-0004	Direct	True	1000	121	11B	\$9,900	Approved
247-3-0005	Direct	True	3100	121	11A	\$4,320	Approved
247-3-0006	Direct	True	2700	121	11A	\$7,920	Approved
247-3-0007	Direct	True	2700	121	11B	\$12,600	Approved
247-3-0008	Direct	True	1000	221	11A	\$2,852	Approved
247-3-0009	Direct	True	1000	221	11B	\$3,268	Approved
247-3-0010	Direct	True	3100	221	11A	\$330	Approved
247-3-0011	Direct	True	2700	221	11A	\$606	Approved
247-3-0012	Direct	True	2700	221	11B	\$964	Approved
247-3-0013	Direct	True	1000	260	11A	\$36	Approved
247-3-0014	Direct	True	1000	260	11B	\$43	Approved
247-3-0015	Direct	True	3100	260	11A	\$4	Approved

247-3-0016	Direct	True	2700	260	11A	\$8	Approved
247-3-0017	Direct	True	2700	260	11B	\$13	Approved
247-3-0018	Direct	True	1000	610	11A	\$3,634	Approved
247-3-0019	Direct	True	1000	610	11B	\$1,887	Approved
247-3-0020	Direct	True	1000	121	12	\$90,000	Approved
247-3-0021	Direct	True	1000	221	12	\$6,886	Approved
247-3-0022	Direct	True	1000	260	12	\$90	Approved
247-3-0023	Direct	True	1000	210	12	\$15,240	Approved
247-3-0027	Direct	True	1000	610	12	\$28,000	Approved
247-3-0028	Direct	False	1000	111	12	\$97,200	Approved
247-3-0029	Direct	False	1000	221	12	\$7,436	Approved
247-3-0030	Direct	False	1000	260	12	\$98	Approved
247-3-0031	Direct	False	1000	210	12	\$15,240	Approved
247-3-0032	Direct	True	1000	121	12	\$30,912	Approved
247-3-0033	Direct	True	1000	221	12	\$2,364	Approved
247-3-0034	Direct	True	1000	260	12	\$32	Approved
247-3-0035	Direct	True	1000	121	12	\$15,240	Approved
247-3-0040	Direct	False	2700	121	16	\$40,840	Approved
247-3-0041	Direct	False	2700	221	16	\$3,120	Approved
247-3-0042	Direct	False	2700	260	16	\$40	Approved
247-3-0043	Direct	False	2720	213	16	\$15,240	Approved

## Line Item Details

Line Item ID: 247-3-0047

**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**

Cafeteria Building

**Account Number**

90222

**Function Code**4000 - FACILITIES ACQUISITION AND  
CONSTRUCTION SERVICES**Object Code**450 - Construction Services (Outside  
Contractors)**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**

NOTE: These line item was previously approved. We are reducing the budget amount and reallocating to other areas.

These funds will be used to create a new building to house a cafeteria on the campus of our elementary school. The existing cafeteria is in the basement of a building that was constructed in 1916 and is very small in size and does not allow us to maintain social distancing of students with at least three feet as CDC mitigation strategies recommend to reduce transmission risk. In addition, there are no windows or HVAC systems that allow for fresh air or adequate ventilation (as recommended by the CDC) in the existing cafeteria which greatly limits our ability to mitigate transmission of the virus. A new, larger cafeteria will allow us to adequately social distance students to mitigate the spread of the virus. The new cafeteria will also have HVAC units that allow fresh air to be circulated throughout the facility. It is also important to note that when reaching out to stakeholders on how best to use our ESSER III funds, creating a new space to be better able to socially distance students during lunch was one of their top 3 priorities as well as improving HVAC units to provide fresh air.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$2,800
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$2,800</u>

**Status**

Task Force Review

**Line Item Comment from KSDE**

Previously approved for \$282,629 SFY 23



**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Premium Pay

**Account Number**

90212

**Function Code**

2000 - Support Services

**Object Code**

121 - Full-Time Non-Certified Salaries

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Note: Premium Pay was previously approved. This is to update the budget numbers.

In order to retain classified staff who are working during a pandemic to ensure the district can continue to meet the learning loss needs of students as a result of the pandemic.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$26,000
<b>Budgeted Expenditures in SFY 2023</b>	\$26,350
<b>Budgeted Expenditures in SFY 2024</b>	\$30,000
<b>Total Expenditures</b>	<u>\$82,350</u>

**Status**

Task Force Review

**Line Item Comment from KSDE**

Previously approved for \$26,000 SFY 22

Line Item ID: 247-3-0049

**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**

Premium Pay - Social Security

**Account Number**

90212

**Function Code**

1000 - Instruction

**Object Code**

221 - FICA - Employer's Contribution

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

These expenditures will be used to pay FICA associated with premium retention pay.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$1,989**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$5,230**Total Expenditures** \$7,219**Status**

Task Force Review

**Line Item Comment from KSDE**

Change Request: Previously approved for \$1,989 SFY 22

Line Item ID: 247-3-0050

**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**

Premium Pay Unemployment

**Account Number**

90216

**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**

These funds will be used to pay unemployment compensation associated with premium pay.

**Budgeted Expenditures in SFY 2021** \$26**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$156**Total Expenditures** \$182**Status**

Task Force Review

**Line Item Comment from KSDE**

Previously approved for \$26 SFY 22

Line Item ID: 247-3-0051

**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**

Premium Pay - Certified Staff

**Account Number**

90213

**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**

Note: Premium Pay was previously approved. This line is to update budget numbers.

These funds will be used to retain certified staff that continue to work throughout the pandemic.

**Budgeted Expenditures in SFY 2021** \$0

**Budgeted Expenditures in SFY 2022** \$0

**Budgeted Expenditures in SFY 2023** \$26,350

**Budgeted Expenditures in SFY 2024** \$30,000

**Total Expenditures** \$56,350

**Status**

Task Force Review

**Line Item Comment from KSDE**

This line goes with line 48

Line Item ID: 247-3-0052

**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**

Certified Salaries

**Account Number**

90244

**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**

Note: One teacher was previously approved at the elementary level. Now we would like to add an additional core teacher at the high school to increase social distancing and address the learning loss of students as a result of the pandemic. The addition of this certified teacher will allow for greater social distancing which cannot be accomplished with only one teacher in the subject area. This certified teacher addition will also allow us to create a smaller group of students to better address learning loss from the pandemic.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$60,367
<b>Total Expenditures</b>	\$60,367

**Status**

Task Force Review

**Line Item Comment from KSDE**

New Line Item. District removed expenditures for a Nurse

Line Item ID: 247-3-0053

**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**

Technology - ESSER III

**Account Number**

90280

**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**

Note: This was previously approve in our ESSER II application.

These expenditures will be used to provide student and staff computers such as iPads and Chromebooks and cases to protect them. This will address the technology need created by the pandemic to provide both in-person and remote learning and connectivity to families and aid in regular and substantive educational interaction between students and their teachers.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$7,000
<b>Total Expenditures</b>	<u>\$7,000</u>

**Status**

Task Force Review

**Line Item Comment from KSDE**

New Line Item

Line Item ID: 247-3-0054

**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**

Prof. Development ESSER III

**Account Number**

90290

**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**

These funds will be used to provide professional development to staff on research based instructional practices and strategies to used directly in the classroom to better address the learning loss of students from the pandemic.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
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<b>Budgeted Expenditures in SFY 2022</b>	\$0
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<b>Budgeted Expenditures in SFY 2023</b>	\$0
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<b>Budgeted Expenditures in SFY 2024</b>	\$3,000
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<b>Total Expenditures</b>	<u>\$3,000</u>
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**Status**

Task Force Review

**Line Item Comment from KSDE**

New Line Item.

Line Item ID: 247-3-0055

**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**

Equipment/HVAC ESSER III

**Account Number**

90218

**Function Code**

2600 - Operation and Maintenance of Plant Services (All except Transportation)

**Object Code**

739 - Other Equipment

**Allowable Use**

14 - Inspection, testing, maintenance, repair, replacement and upgrade projects to improve the indoor air quality in school facilities.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

NOTE: This was previously approved - I am just updating the budget numbers.

These expenditures will be used to improve the air quality in school facilities. This will include upgrading HVAC systems that provide fresh air. This will also include installation of iWave technology to purify the air and kill mold, bacteria, and viruses. This will address the need created by the pandemic to provide fresh air in our facilities and to mitigate the spread of the virus creating a safer environment for students and staff.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$290,979
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$290,979</u>

**Status**

Task Force Review

**Line Item Comment from KSDE**

Previously approved for \$270,645 SFY 23

Line Item ID: 247-3-0056

**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**

Touchless Faucets/Toilets

**Account Number**

90220

**Function Code**

2600 - Operation and Maintenance of Plant Services (All except Transportation)

**Object Code**

730 - Equipment

**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**

NOTE: This was previously approved - I am just providing updated budget numbers.

These funds will be used to replace existing flush valves on toilets and existing lavatory faucets with touchless valves and faucets. This will allow us to reduce the risk of COVID transmission among staff, students, and visitors by eliminating the direct contact of these frequently touched items.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$104,805
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	\$104,805

**Status**

Task Force Review

**Line Item Comment from KSDE**

Change Request: Previously approved for \$62,633 SFY 23

Line Item ID: 247-3-0057



**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Classified Salary Bus Driver ESSER III

**Account Number**

90256

**Function Code**

2700 - Student Transportation Services

**Object Code**

121 - Full-Time Non-Certified Salaries

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

NOTE: This was previously approved. This addition will just extend the service through the 2023-2024 school year.

These funds will be to hire an additional bus driver to allow us to reduce the number of students on a bus to allow for better social distancing to mitigate the transmission and spread of COVID.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
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<b>Budgeted Expenditures in SFY 2022</b>	\$0
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<b>Budgeted Expenditures in SFY 2023</b>	\$0
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<b>Budgeted Expenditures in SFY 2024</b>	\$20,420
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<b>Total Expenditures</b>	\$20,420
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**Status**

Task Force Review

**Line Item Comment from KSDE**

This line is an extension of approved lines 40 - 43

Line Item ID: 247-3-0058

**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**

Certified Salaries ASP ESSER III

**Account Number**

90162

**Function Code**

1000 - Instruction

**Object Code**

111 - Full-Time Certified Salaries

**Allowable Use**

11B - Planning and implementing supplemental after-school programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

NOTE: This area was previously approved this additional will extend the service through the 2023-2024 school year.

These expenditures will be used to compensate teachers working our after school learning programs. This will address student learning loss resulting from the pandemic by providing extra time and academic support for students.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$27,800
<b>Total Expenditures</b>	\$27,800

**Status**

Task Force Review

**Line Item Comment from KSDE**

Line corresponds with lines 1 - 3

Line Item ID: 247-3-0059

**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**Classified Salary ASP Transportation  
ESSER III**Account Number**

90182

**Function Code**

2700 - Student Transportation Services

**Object Code**

121 - Full-Time Non-Certified Salaries

**Allowable Use**11B - Planning and implementing  
supplemental after-school programs.**Please describe the expenditures within the account and how they will address a COVID-19 need**

NOTE: This was previously approved. This addition will allow the after school program services to continue through the 2023-2024 school year.

These expenditures will be used to compensate bus drivers working our after school learning programs. This will address student learning loss resulting from the pandemic by providing transportation for students attending after school academic support programs.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$10,100
<b>Total Expenditures</b>	\$10,100

**Status**

Task Force Review

**Line Item Comment from KSDE**

This line is an extension of approved lines 40 - 43

Line Item ID: 247-3-0060

**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 Fringe Benefits ESSER III

**Account Number**

90247

**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**

Note: This was previously approved. This extends the benefits through the 2023-2024 school year.

These funds will be used to pay health insurance for an additional certified teacher to increase social distancing and address learning loss of students as a result of the pandemic.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
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<b>Budgeted Expenditures in SFY 2022</b>	\$0
--	-----

<b>Budgeted Expenditures in SFY 2023</b>	\$0
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<b>Budgeted Expenditures in SFY 2024</b>	\$16,000
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<b>Total Expenditures</b>	\$16,000
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**Status**

Task Force Review

**Line Item Comment from KSDE**

Line corresponds with lines 1 - 3

Line Item ID: 247-3-0061

**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**

Bus Driver Fringe Benefit ESSER III

**Account Number**

90259

**Function Code**

2720 - Monitoring Services

**Object Code**

213 - Health and Accident Insurance

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

NOTE: This was previously approved. This will allow us to extend the service through the 2023-2024 school year.

These funds will be used to provide health insurance for the additional bus driver to allow us to reduce the number of students on a bus to allow for better social distancing to mitigate the transmission and spread of COVID.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$7,560
<b>Total Expenditures</b>	<u>\$7,560</u>

**Status**

Task Force Review

**Line Item Comment from KSDE**

This line is an extension of approved lines 40 - 43

Line Item ID: 247-3-0001

**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**

Cert Salaries Summer School

**Account Number**

90160

**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**

These expenditures will be used to compensate teachers working our summer learning programs. This will address student learning loss resulting from the pandemic by providing extra academic time and support for students.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
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<b>Budgeted Expenditures in SFY 2022</b>	\$0
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<b>Budgeted Expenditures in SFY 2023</b>	\$14,325
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<b>Budgeted Expenditures in SFY 2024</b>	\$14,325
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<b>Total Expenditures</b>	<u>\$28,650</u>
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**Status**

Approved

**Line Item Comment from KSDE**

Per narrative, "USD 247 will implement summer learning programs and after school learning programs in our district to address learning loss as a result of the pandemic."

Line Item ID: 247-3-0002

**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**

Cert Salaries ASP

**Account Number**

90162

**Function Code**

1000 - Instruction

**Object Code**

111 - Full-Time Certified Salaries

**Allowable Use**

11B - Planning and implementing supplemental after-school programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

These expenditures will be used to compensate teachers working our after school learning programs. This will address student learning loss resulting from the pandemic by providing extra time and academic support for students.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
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<b>Budgeted Expenditures in SFY 2022</b>	\$0
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<b>Budgeted Expenditures in SFY 2023</b>	\$32,825
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<b>Budgeted Expenditures in SFY 2024</b>	\$0
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<b>Total Expenditures</b>	<u>\$32,825</u>
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**Status**

Approved

**Line Item Comment from KSDE**

Per narrative, "USD 247 will implement summer learning programs and after school learning programs in our district to address learning loss as a result of the pandemic."

Line Item ID: 247-3-0003

**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**

Class Salaries Paras - Summer

**Account Number**

90170

**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**

These expenditures will be used to compensate non-certified staff (paraprofessionals) working our summer learning programs. This will address student learning loss resulting from the pandemic by providing extra time and academic support to students.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$4,320
<b>Budgeted Expenditures in SFY 2024</b>	\$4,320
<b>Total Expenditures</b>	<u>\$8,640</u>

**Status**

Approved

**Line Item Comment from KSDE**

Per narrative, "These funds will be used to hire a paraprofessional to work with students one on one and in small groups and to support teachers to address learning loss resulting from the pandemic."

Line Item ID: 247-3-0004



**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**

Class Salaries Paras - ASP

**Account Number**

90172

**Function Code**

1000 - Instruction

**Object Code**

121 - Full-Time Non-Certified Salaries

**Allowable Use**

11B - Planning and implementing supplemental after-school programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

These expenditures will be used to compensate non-certified staff (paraprofessionals) working our after school learning programs. This will address student learning loss resulting from the pandemic by providing extra time and academic support for students.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
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<b>Budgeted Expenditures in SFY 2022</b>	\$0
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<b>Budgeted Expenditures in SFY 2023</b>	\$9,900
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<b>Budgeted Expenditures in SFY 2024</b>	\$0
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<b>Total Expenditures</b>	<u>\$9,900</u>
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**Status**

Approved

**Line Item Comment from KSDE**

Per narrative, "These funds will be used to hire a paraprofessional to work with students one on one and in small groups and to support teachers to address learning loss resulting from the pandemic."

Line Item ID: 247-3-0005

**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**

Class Salaries Food Service - Summer

**Account Number**

90178

**Function Code**

3100 - Food Service Operations

**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**

These expenditures will be used to compensate food service staff working at our summer learning programs. This will address student learning loss resulting from the pandemic by providing food service to students receiving extra academic support during summer programs.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$2,160
<b>Budgeted Expenditures in SFY 2024</b>	\$2,160
<b>Total Expenditures</b>	<u>\$4,320</u>

**Status**

Approved

**Line Item Comment from KSDE**

Per narrative, "Evidence suggests benefits to offering students the opportunities to engage in summer learning and after school programs that include academic and social-emotional learning activities to minimize learning loss. USD 247 will implement summer learning programs and after school learning programs in our district to address learning loss as a result of the pandemic."

Line Item ID: 247-3-0006

**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**

Class Salary Transportation - Summer

**Account Number**

90180

**Function Code**

2700 - Student Transportation Services

**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**

These expenditures will be used to compensate bus drivers working our summer learning programs. This will address student learning loss resulting from the pandemic by providing transportation for students to summer programs providing extra academic support to students.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$3,960
<b>Budgeted Expenditures in SFY 2024</b>	\$3,960
<b>Total Expenditures</b>	<u>\$7,920</u>

**Status**

Approved

**Line Item Comment from KSDE**

Per narrative, "Evidence suggests benefits to offering students the opportunities to engage in summer learning and after school programs that include academic and social-emotional learning activities to minimize learning loss. USD 247 will implement summer learning programs and after school learning programs in our district to address learning loss as a result of the pandemic."

Line Item ID: 247-3-0007

**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**

Class Salary Transportation - ASP

**Account Number**

90182

**Function Code**

2700 - Student Transportation Services

**Object Code**

121 - Full-Time Non-Certified Salaries

**Allowable Use**

11B - Planning and implementing supplemental after-school programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

These expenditures will be used to compensate bus drivers working our after school learning programs. This will address student learning loss resulting from the pandemic by providing transportation for students attending after school academic support programs.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
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<b>Budgeted Expenditures in SFY 2022</b>	\$0
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<b>Budgeted Expenditures in SFY 2023</b>	\$12,600
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<b>Budgeted Expenditures in SFY 2024</b>	\$0
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<b>Total Expenditures</b>	<u>\$12,600</u>
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**Status**

Approved

**Line Item Comment from KSDE**

Per narrative, "Evidence suggests benefits to offering students the opportunities to engage in summer learning and after school programs that include academic and social-emotional learning activities to minimize learning loss. USD 247 will implement summer learning programs and after school learning programs in our district to address learning loss as a result of the pandemic."

Line Item ID: 247-3-0008

**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**

Soc Sec Cert /Paras - Summer

**Account Number**

90184

**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**

These expenditures will be used to pay FICA as part of the compensation of employees working our summer learning programs. This will address student learning loss resulting from the pandemic.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$1,426
<b>Budgeted Expenditures in SFY 2024</b>	\$1,426
<b>Total Expenditures</b>	<u>\$2,852</u>

**Status**

Approved

**Line Item Comment from KSDE**

Per narrative, "Evidence suggests benefits to offering students the opportunities to engage in summer learning and after school programs that include academic and social-emotional learning activities to minimize learning loss. USD 247 will implement summer learning programs and after school learning programs in our district to address learning loss as a result of the pandemic."

Line Item ID: 247-3-0009

**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**

Soc Sec Cert /Paras - ASP

**Account Number**

90186

**Function Code**

1000 - Instruction

**Object Code**

221 - FICA - Employer's Contribution

**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**

These expenditures will be used to pay FICA as part of the compensation of employees working our after school learning programs. This will address student learning loss resulting from the pandemic.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
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<b>Budgeted Expenditures in SFY 2022</b>	\$0
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<b>Budgeted Expenditures in SFY 2023</b>	\$3,268
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<b>Budgeted Expenditures in SFY 2024</b>	\$0
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<b>Total Expenditures</b>	<u>\$3,268</u>
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**Status**

Approved

**Line Item Comment from KSDE**

Per narrative, "Evidence suggests benefits to offering students the opportunities to engage in summer learning and after school programs that include academic and social-emotional learning activities to minimize learning loss. USD 247 will implement summer learning programs and after school learning programs in our district to address learning loss as a result of the pandemic."

Line Item ID: 247-3-0010

**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**

Soc Sec Food Service - Summer

**Account Number**

90192

**Function Code**

3100 - Food Service Operations

**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**

These expenditures will be used to pay FICA as part of the compensation of employees providing transportation for our summer learning programs. This will address student learning loss resulting from the pandemic.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$165
<b>Budgeted Expenditures in SFY 2024</b>	\$165
<b>Total Expenditures</b>	<u>\$330</u>

**Status**

Approved

**Line Item Comment from KSDE**

Per narrative, "Evidence suggests benefits to offering students the opportunities to engage in summer learning and after school programs that include academic and social-emotional learning activities to minimize learning loss. USD 247 will implement summer learning programs and after school learning programs in our district to address learning loss as a result of the pandemic."

Line Item ID: 247-3-0011

**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**

Soc Sec Trans - Summer

**Account Number**

90194

**Function Code**

2700 - Student Transportation Services

**Object Code**

221 - FICA - Employer's Contribution

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

These expenditures will be used to pay FICA as part of the compensation of employees providing transportation for our summer learning programs. This will address student learning loss resulting from the pandemic.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$303
<b>Budgeted Expenditures in SFY 2024</b>	\$303
<b>Total Expenditures</b>	<u>\$606</u>

**Status**

Approved

**Line Item Comment from KSDE**

Per narrative, "Evidence suggests benefits to offering students the opportunities to engage in summer learning and after school programs that include academic and social-emotional learning activities to minimize learning loss. USD 247 will implement summer learning programs and after school learning programs in our district to address learning loss as a result of the pandemic."

Line Item ID: 247-3-0012



**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**

Soc Sec Trans - ASP

**Account Number**

90196

**Function Code**

2700 - Student Transportation Services

**Object Code**

221 - FICA - Employer's Contribution

**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**

These expenditures will be used to pay FICA as part of the compensation of employees providing transportation for our after school learning programs. This will address student learning loss resulting from the pandemic.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
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<b>Budgeted Expenditures in SFY 2022</b>	\$0
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<b>Budgeted Expenditures in SFY 2023</b>	\$964
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<b>Budgeted Expenditures in SFY 2024</b>	\$0
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<b>Total Expenditures</b>	<u>\$964</u>
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**Status**

Approved

**Line Item Comment from KSDE**

Per narrative, "Evidence suggests benefits to offering students the opportunities to engage in summer learning and after school programs that include academic and social-emotional learning activities to minimize learning loss. USD 247 will implement summer learning programs and after school learning programs in our district to address learning loss as a result of the pandemic."

Line Item ID: 247-3-0013

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Unemployment Cert/Paras - Summer

**Account Number**

90198

**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**

These expenditures will be used to pay unemployment compensation as part of the compensation of employees working our summer learning programs. This will address student learning loss resulting from the pandemic.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$18
<b>Budgeted Expenditures in SFY 2024</b>	\$18
<b>Total Expenditures</b>	<u>\$36</u>

**Status**

Approved

**Line Item Comment from KSDE**

Per narrative, "Evidence suggests benefits to offering students the opportunities to engage in summer learning and after school programs that include academic and social-emotional learning activities to minimize learning loss. USD 247 will implement summer learning programs and after school learning programs in our district to address learning loss as a result of the pandemic."

Line Item ID: 247-3-0014

**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**

Unemployment Cert/Paras - ASP

**Account Number**

90200

**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**

These expenditures will be used to pay unemployment compensation as part of the compensation of employees working our after school learning programs. This will address student learning loss resulting from the pandemic.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
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<b>Budgeted Expenditures in SFY 2022</b>	\$0
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<b>Budgeted Expenditures in SFY 2023</b>	\$43
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<b>Budgeted Expenditures in SFY 2024</b>	\$0
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<b>Total Expenditures</b>	\$43
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**Status**

Approved

**Line Item Comment from KSDE**

Per narrative, "Evidence suggests benefits to offering students the opportunities to engage in summer learning and after school programs that include academic and social-emotional learning activities to minimize learning loss. USD 247 will implement summer learning programs and after school learning programs in our district to address learning loss as a result of the pandemic."

Line Item ID: 247-3-0015

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Unemployment Food Service - Summer

**Account Number**

90206

**Function Code**

3100 - Food Service Operations

**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**

These expenditures will be used to pay unemployment compensation as part of the compensation of employees providing food service for our summer learning programs. This will address student learning loss resulting from the pandemic.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$2
<b>Budgeted Expenditures in SFY 2024</b>	\$2
<b>Total Expenditures</b>	<u>\$4</u>

**Status**

Approved

**Line Item Comment from KSDE**

Per narrative, "Evidence suggests benefits to offering students the opportunities to engage in summer learning and after school programs that include academic and social-emotional learning activities to minimize learning loss. USD 247 will implement summer learning programs and after school learning programs in our district to address learning loss as a result of the pandemic."

Line Item ID: 247-3-0016

**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**

Unemployment Trans - Summer

**Account Number**

90208

**Function Code**

2700 - Student Transportation Services

**Object Code**

260 - Unemployment Compensation

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

These expenditures will be used to pay unemployment compensation as part of the compensation of employees providing transportation for our summer learning programs. This will address student learning loss resulting from the pandemic.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$4
<b>Budgeted Expenditures in SFY 2024</b>	\$4
<b>Total Expenditures</b>	<u>\$8</u>

**Status**

Approved

**Line Item Comment from KSDE**

Per narrative, "Evidence suggests benefits to offering students the opportunities to engage in summer learning and after school programs that include academic and social-emotional learning activities to minimize learning loss. USD 247 will implement summer learning programs and after school learning programs in our district to address learning loss as a result of the pandemic."

Line Item ID: 247-3-0017

**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 Trans - ASP

**Account Number**

90210

**Function Code**

2700 - Student Transportation Services

**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**

These expenditures will be used to pay unemployment compensation as part of the compensation of employees providing transportation for our after school learning programs. This will address student learning loss resulting from the pandemic.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
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<b>Budgeted Expenditures in SFY 2022</b>	\$0
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<b>Budgeted Expenditures in SFY 2023</b>	\$13
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<b>Budgeted Expenditures in SFY 2024</b>	\$0
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<b>Total Expenditures</b>	\$13
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**Status**

Approved

**Line Item Comment from KSDE**

Per narrative, "Evidence suggests benefits to offering students the opportunities to engage in summer learning and after school programs that include academic and social-emotional learning activities to minimize learning loss. USD 247 will implement summer learning programs and after school learning programs in our district to address learning loss as a result of the pandemic."

Line Item ID: 247-3-0018

**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**

Supplies -Summer School

**Account Number**

90226

**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**

These expenditures will be used to purchase supplies to support our summer learning programs. Teaching supplies are needed such as paper, pencils, workbooks, manipulatives, etc. to help staff address student learning loss resulting from the pandemic by providing extra academic time and support for students through summer learning programs.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$1,817
<b>Budgeted Expenditures in SFY 2024</b>	\$1,817
<b>Total Expenditures</b>	<u>\$3,634</u>

**Status**

Approved

**Line Item Comment from KSDE**

Per narrative, "Evidence suggests benefits to offering students the opportunities to engage in summer learning and after school programs that include academic and social-emotional learning activities to minimize learning loss. USD 247 will implement summer learning programs and after school learning programs in our district to address learning loss as a result of the pandemic."

Line Item ID: 247-3-0019

**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**

Supplies - ASP

**Account Number**

90230

**Function Code**

1000 - Instruction

**Object Code**

610 - General Supplies and Materials

**Allowable Use**

11B - Planning and implementing supplemental after-school programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

These expenditures will be used to purchase supplies to support our after school learning programs. Teaching supplies are needed such as paper, pencils, workbooks, manipulatives, etc. to help staff address student learning loss resulting from the pandemic by providing extra academic time and support for students through after school learning programs.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$1,887
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$1,887</u>

**Status**

Approved

**Line Item Comment from KSDE**

Per narrative, "Evidence suggests benefits to offering students the opportunities to engage in summer learning and after school programs that include academic and social-emotional learning activities to minimize learning loss. USD 247 will implement summer learning programs and after school learning programs in our district to address learning loss as a result of the pandemic."

Line Item ID: 247-3-0020



**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**

Academic Support Specialist

**Account Number**

90238

**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**

These expenditures will be used to provide an academic support specialist at the elementary level. This teacher will support the classroom teachers by working with students individually and in small groups that have experienced learning loss created as a result of the pandemic.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$45,000
<b>Budgeted Expenditures in SFY 2024</b>	\$45,000
<b>Total Expenditures</b>	<u>\$90,000</u>

**Status**

Approved

**Line Item Comment from KSDE**

Per narrative, "A key component of MTSS that is currently lacking at our elementary school is a certified teacher to provide individual and small group supplemental and intensive instruction to struggling students during the school day. Our academic specialist will work in conjunction with our classroom teachers to provide this protected time for instructional support. According to research, as the intensity of instruction is needed, group size should decrease and be provided by highly trained and certified teachers. It is important to note that our academic specialist will be a certified teacher and highly qualified to provide the highest level of support."

Line Item ID: 247-3-0021

**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**

Soc Security

**Account Number**

90240

**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**

These expenditures will be used to pay FICA for the academic support specialist at the elementary school. This will address student learning loss resulting from the pandemic.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
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<b>Budgeted Expenditures in SFY 2022</b>	\$0
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<b>Budgeted Expenditures in SFY 2023</b>	\$3,443
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<b>Budgeted Expenditures in SFY 2024</b>	\$3,443
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<b>Total Expenditures</b>	<u>\$6,886</u>
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**Status**

Approved

**Line Item Comment from KSDE**

Per narrative, "A key component of MTSS that is currently lacking at our elementary school is a certified teacher to provide individual and small group supplemental and intensive instruction to struggling students during the school day. Our academic specialist will work in conjunction with our classroom teachers to provide this protected time for instructional support. According to research, as the intensity of instruction is needed, group size should decrease and be provided by highly trained and certified teachers. It is important to note that our academic specialist will be a certified teacher and highly qualified to provide the highest level of support."

Line Item ID: 247-3-0022

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Unemployment

**Account Number**

90242

**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**

These expenditures will be used to pay unemployment compensation for the academic support specialist at the elementary school. This will address student learning loss resulting from the pandemic.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
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<b>Budgeted Expenditures in SFY 2022</b>	\$0
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<b>Budgeted Expenditures in SFY 2023</b>	\$45
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<b>Budgeted Expenditures in SFY 2024</b>	\$45
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<b>Total Expenditures</b>	<u>\$90</u>
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**Status**

Approved

**Line Item Comment from KSDE**

Per narrative, "A key component of MTSS that is currently lacking at our elementary school is a certified teacher to provide individual and small group supplemental and intensive instruction to struggling students during the school day. Our academic specialist will work in conjunction with our classroom teachers to provide this protected time for instructional support. According to research, as the intensity of instruction is needed, group size should decrease and be provided by highly trained and certified teachers. It is important to note that our academic specialist will be a certified teacher and highly qualified to provide the highest level of support."

Line Item ID: 247-3-0023

**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**

Fringe Benefits

**Account Number**

90241

**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**

These expenditures will be used to pay health insurance for the academic support specialist at the elementary school. This will address student learning loss resulting from the pandemic.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
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<b>Budgeted Expenditures in SFY 2022</b>	\$0
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<b>Budgeted Expenditures in SFY 2023</b>	\$7,620
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<b>Budgeted Expenditures in SFY 2024</b>	\$7,620
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<b>Total Expenditures</b>	<u>\$15,240</u>
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**Status**

Approved

**Line Item Comment from KSDE**

Per narrative, "A key component of MTSS that is currently lacking at our elementary school is a certified teacher to provide individual and small group supplemental and intensive instruction to struggling students during the school day. Our academic specialist will work in conjunction with our classroom teachers to provide this protected time for instructional support. According to research, as the intensity of instruction is needed, group size should decrease and be provided by highly trained and certified teachers. It is important to note that our academic specialist will be a certified teacher and highly qualified to provide the highest level of support."

Line Item ID: 247-3-0027

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Instructional Supplies

**Account Number**

90224

**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 funds will be used to to address learning loss from the pandemic by strengthening our MTSS assessment system. Specifically we will purchase programs for universal screening, diagnostic testing, progress monitoring, and meeting academic outcomes. These programs are essential as our teachers work with all learners, but especially struggling learners and those affected by the pandemic. Programs to be purchased include IXL, Fastbridge, and 95%. Fastbridge provides benchmark and progress monitoring assessments in both reading and math skills for all our students. It also supplies a social emotional survey for students and their teachers to identify concerns about specific students' social emotional well being. IXL is an online resource used to provide K-12 ELA and math support for our students. Students take diagnostic tests, learn from lessons based on the results of that test, and progress monitor to determine progress and continued instructional needs. Teachers may also assign lessons, and in math, those are linked to our core math curriculum, so students receive extra practice in needed skills. Our students will receive extra reading support through the 95 Percent program and it will be used to provide professional development to increase our teachers' foundational understanding of reading instruction. Our teachers will use the diagnostic assessments and practical, evidence-based instructional materials to help our students increase reading levels.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$14,000
<b>Budgeted Expenditures in SFY 2024</b>	\$14,000
<b>Total Expenditures</b>	\$28,000

**Status**

Approved

**Line Item Comment from KSDE**

Please describe the program(s) purchased.

Line Item ID: 247-3-0028

**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**

Certified Salaries

**Account Number**

90244

**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**

These funds will be used to hire an additional certified teacher to increase social distancing and address the learning loss of students as a result of the pandemic. We currently have only one Kindergarten section in a small room in which wall construction cannot be opened up or expanded. We do have another small room that the new teacher would occupy. The addition of this certified teacher will allow for greater social distancing which cannot be accomplished in the existing room. This certified teacher addition will also allow us to create a smaller group of students to better address learning loss from the pandemic.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$48,600
<b>Budgeted Expenditures in SFY 2024</b>	\$48,600
<b>Total Expenditures</b>	\$97,200

**Status**

Approved

**Line Item Comment from KSDE**

Per narrative, " Additional certified teacher - These funds will be used to hire an additional certified teacher to increase social distancing and address the learning loss of students as a result of the pandemic. We currently have only one Kindergarten section in a small room in which wall construction cannot be opened up or expanded. We do have another small room that the new teacher would occupy. The addition of this certified teacher will allow for greater social distancing which cannot be accomplished in the existing room. This certified teacher addition will also allow us to create a smaller group of students to better address learning loss from the pandemic."

Line Item ID: 247-3-0029

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Soc Security

**Account Number**

90246

**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**

These funds will be used to pay social security for an additional certified teacher to increase social distancing and address the learning loss of students as a result of the pandemic. We currently have only one Kindergarten section in a small room in which wall construction cannot be opened up or expanded. We do have another small room that the new teacher would occupy. The addition of this certified teacher will allow for greater social distancing which cannot be accomplished in the existing room. This certified teacher addition will also allow us to create a smaller group of students to better address learning loss from the pandemic.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$3,718
<b>Budgeted Expenditures in SFY 2024</b>	\$3,718
<b>Total Expenditures</b>	<u>\$7,436</u>

**Status**

Approved

**Line Item Comment from KSDE**

Per narrative, " Additional certified teacher - These funds will be used to hire an additional certified teacher to increase social distancing and address the learning loss of students as a result of the pandemic. We currently have only one Kindergarten section in a small room in which wall construction cannot be opened up or expanded. We do have another small room that the new teacher would occupy. The addition of this certified teacher will allow for greater social distancing which cannot be accomplished in the existing room. This certified teacher addition will also allow us to create a smaller group of students to better address learning loss from the pandemic."

Line Item ID: 247-3-0030

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Unemployment

**Account Number**

90248

**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**

These funds will be used to pay unemployment for an additional certified teacher to increase social distancing and address the learning loss of students as a result of the pandemic. We currently have only one Kindergarten section in a small room in which wall construction cannot be opened up or expanded. We do have another small room that the new teacher would occupy. The addition of this certified teacher will allow for greater social distancing which cannot be accomplished in the existing room. This certified teacher addition will also allow us to create a smaller group of students to better address learning loss from the pandemic.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$49
<b>Budgeted Expenditures in SFY 2024</b>	\$49
<b>Total Expenditures</b>	\$98

**Status**

Approved

**Line Item Comment from KSDE**

Per narrative, " Additional certified teacher - These funds will be used to hire an additional certified teacher to increase social distancing and address the learning loss of students as a result of the pandemic. We currently have only one Kindergarten section in a small room in which wall construction cannot be opened up or expanded. We do have another small room that the new teacher would occupy. The addition of this certified teacher will allow for greater social distancing which cannot be accomplished in the existing room. This certified teacher addition will also allow us to create a smaller group of students to better address learning loss from the pandemic."

Line Item ID: 247-3-0031



**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**

Certified Fringe Benefits

**Account Number**

90247

**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**

These funds will be used to pay health insurance for an additional certified teacher to increase social distancing and address the learning loss of students as a result of the pandemic. We currently have only one Kindergarten section in a small room in which wall construction cannot be opened up or expanded. We do have another small room that the new teacher would occupy. The addition of this certified teacher will allow for greater social distancing which cannot be accomplished in the existing room. This certified teacher addition will also allow us to create a smaller group of students to better address learning loss from the pandemic.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$7,620
<b>Budgeted Expenditures in SFY 2024</b>	\$7,620
<b>Total Expenditures</b>	\$15,240

**Status**

Approved

**Line Item Comment from KSDE**

Per narrative, " Additional certified teacher - These funds will be used to hire an additional certified teacher to increase social distancing and address the learning loss of students as a result of the pandemic. We currently have only one Kindergarten section in a small room in which wall construction cannot be opened up or expanded. We do have another small room that the new teacher would occupy. The addition of this certified teacher will allow for greater social distancing which cannot be accomplished in the existing room. This certified teacher addition will also allow us to create a smaller group of students to better address learning loss from the pandemic."

Line Item ID: 247-3-0032

**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**

Classified Para Salary

**Account Number**

90264

**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**

These funds will be used to hire a paraprofessional to work with students one on one and in small groups and to support teachers to address learning loss resulting from the pandemic.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
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<b>Budgeted Expenditures in SFY 2022</b>	\$0
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<b>Budgeted Expenditures in SFY 2023</b>	\$15,456
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<b>Budgeted Expenditures in SFY 2024</b>	\$15,456
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<b>Total Expenditures</b>	<u>\$30,912</u>
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**Status**

Approved

**Line Item Comment from KSDE**

Per narrative, "Additional paraprofessional - These funds will be used to hire a paraprofessional to work with students one on one and in small groups and to support teachers to address learning loss resulting from the pandemic."

Line Item ID: 247-3-0033

**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**

Classified Social Security

**Account Number**

90266

**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**

These funds will be used to pay for FICA expenses associated with hiring a paraprofessional to work with students one on one and in small groups and to support teachers to address learning loss resulting from the pandemic.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
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<b>Budgeted Expenditures in SFY 2022</b>	\$0
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<b>Budgeted Expenditures in SFY 2023</b>	\$1,182
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<b>Budgeted Expenditures in SFY 2024</b>	\$1,182
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<b>Total Expenditures</b>	<u>\$2,364</u>
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**Status**

Approved

**Line Item Comment from KSDE**

Per narrative, "Additional paraprofessional - These funds will be used to hire a paraprofessional to work with students one on one and in small groups and to support teachers to address learning loss resulting from the pandemic."

Line Item ID: 247-3-0034

**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**

Classified Unemployment

**Account Number**

90268

**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**

These funds will be used to pay for unemployment expenses associated with hiring a paraprofessional to work with students one on one and in small groups and to support teachers to address learning loss resulting from the pandemic.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
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<b>Budgeted Expenditures in SFY 2022</b>	\$0
--	-----

<b>Budgeted Expenditures in SFY 2023</b>	\$16
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<b>Budgeted Expenditures in SFY 2024</b>	\$16
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<b>Total Expenditures</b>	<u>\$32</u>
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**Status**

Approved

**Line Item Comment from KSDE**

Per narrative, "Additional paraprofessional - These funds will be used to hire a paraprofessional to work with students one on one and in small groups and to support teachers to address learning loss resulting from the pandemic."

Line Item ID: 247-3-0035

**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**

Classified Fringe Benefits

**Account Number**

90270

**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**

These funds will be used to pay for health insurance expenses associated with hiring a paraprofessional to work with students one on one and in small groups and to support teachers to address learning loss resulting from the pandemic.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
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<b>Budgeted Expenditures in SFY 2022</b>	\$0
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<b>Budgeted Expenditures in SFY 2023</b>	\$7,620
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<b>Budgeted Expenditures in SFY 2024</b>	\$7,620
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<b>Total Expenditures</b>	<u>\$15,240</u>
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**Status**

Approved

**Line Item Comment from KSDE**

Per narrative, "Additional paraprofessional - These funds will be used to hire a paraprofessional to work with students one on one and in small groups and to support teachers to address learning loss resulting from the pandemic."

Line Item ID: 247-3-0040

**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**

Classified Salary - Bus Driver

**Account Number**

90256

**Function Code**

2700 - Student Transportation Services

**Object Code**

121 - Full-Time Non-Certified Salaries

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

These funds will be to hire an additional bus driver to allow us to reduce the number of students on a bus to allow for better social distancing to mitigate the transmission and spread of COVID.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$20,420
<b>Budgeted Expenditures in SFY 2023</b>	\$20,420
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$40,840</u>

**Status**

Approved

**Line Item Comment from KSDE**

Per narrative, "Additional Bus Driver - Adding an additional bus driver will allow us to reduce the number of students on a bus route thus increasing our ability to socially distance students on the buses."

Line Item ID: 247-3-0041

**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**

Soc Security

**Account Number**

90258

**Function Code**

2700 - Student Transportation Services

**Object Code**

221 - FICA - Employer's Contribution

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

These funds will be used to pay FICA for the additional bus driver to allow us to reduce the number of students on a bus to allow for better social distancing to mitigate the transmission and spread of COVID.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$1,560
<b>Budgeted Expenditures in SFY 2023</b>	\$1,560
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$3,120</u>

**Status**

Approved

**Line Item Comment from KSDE**

Per narrative, "Additional Bus Driver - Adding an additional bus driver will allow us to reduce the number of students on a bus route thus increasing our ability to socially distance students on the buses."

Line Item ID: 247-3-0042

**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**

Unemployment

**Account Number**

90260

**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**

These funds will be used to pay Unemployment Compensation for the additional bus driver to allow us to reduce the number of students on a bus to allow for better social distancing to mitigate the transmission and spread of COVID.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$20
<b>Budgeted Expenditures in SFY 2023</b>	\$20
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$40</u>

**Status**

Approved

**Line Item Comment from KSDE**

Per narrative, "Additional Bus Driver - Adding an additional bus driver will allow us to reduce the number of students on a bus route thus increasing our ability to socially distance students on the buses."

Line Item ID: 247-3-0043



**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**

Bus Driver Fringe Benefit

**Account Number**

90259

**Function Code**

2720 - Monitoring Services

**Object Code**

213 - Health and Accident Insurance

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

These funds will be used to provide health insurance for the additional bus driver to allow us to reduce the number of students on a bus to allow for better social distancing to mitigate the transmission and spread of COVID.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$7,620
<b>Budgeted Expenditures in SFY 2023</b>	\$7,620
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$15,240</u>

**Status**

Approved

**Line Item Comment from KSDE**

Per narrative, "Additional Bus Driver - Adding an additional bus driver will allow us to reduce the number of students on a bus route thus increasing our ability to socially distance students on the buses."

# ESSER III APPLICATION FOR D0248

Status  
Approved

## KSDE Application Comments

Stakeholder Engagement Feedback

For Civil Rights Organizations - Special Education Cooperatives are not a civil rights organization.

KSDE has not confirmed the ESEA Evidence level for 20% set aside activities. Each district is responsible for documenting the evidence base and verifying that it meets the Evidence Based criteria as defined in ESEA. Please retain a link to the evidence that you are basing this on and which tiers of evidence it meets for future monitoring. Please see this link for more details <https://ies.ed.gov/ncee/wwc/essa>

## Current Directory Information

<u>District</u>	<u>Address</u>	<u>Mail Address</u>
Girard	415 North Summit, Girard, KS 667431128	415 North Summit, Girard, KS 667431128
<u>Superintendent Name</u>	<u>Superintendent E-mail Address</u>	<u>Superintendent Phone Number</u>
Blaise Bauer	bbauer@girard248.org	(620) 724-4325

## Authorized Representative of the District Information

<u>Name</u>	<u>Position of Title</u>	<u>E-mail Address</u>	<u>Phone Number</u>
Blaise Bauer	Superintendent	bbauer@girard248.org	(620) 724-4325

### Other District Representative 1 - Name

Laureen Masters

### Other District Representative 1 - E-mail Address

lmasters@girard248.org

### Other District Representative 2 - Name

Todd Ferguson

### Other District Representative 2 - E-mail Address

tferguson@girard248.org

## Plan for Safe Return

Please paste a direct link of your school district's safe return plan that is posted on your website.

[https://www.girard248.org/vimages/shared/vnews/stories/601c12ada0e72/USD%20248%20Return%20to%20School%20Guide%20\(1\).pdf](https://www.girard248.org/vimages/shared/vnews/stories/601c12ada0e72/USD%20248%20Return%20to%20School%20Guide%20(1).pdf)

## Use of Funds for CDC Guidance

How will the funds be used to implement prevention and mitigation strategies that are, to the greatest extent practicable, consistent with the most recent CDC guidance on reopening schools, in order to continuously and safely open and operate schools for in-person learning?

Our school district has relied on the Crawford County Health Department as our guidance for making COVID mitigation decisions. Throughout this COVID pandemic, we have not varied from this. If they recommend it, we implement it. We will continue to follow their lead and guidance in the implementation of COVID protocols in our schools. Moving forward as recommended by our health department, we will continue our COVID testing program for staff and students. This will allow us to identify individuals who may be COVID positive and also help us keep students/staff in school who may have otherwise been quarantined. To keep this practice in place, we plan to retain the services of our testing team with assistance of KDHE and ESSER III Funds. In addition, we will keep PPE's (masks, hand sanitizer, food service equipment that will allow for social distancing, shields, etc.) in stock and continue to provide options/products for proper social distancing, especially in the area of food service.

We also plan to continue the employment of a full-time school therapist and an additional school nurse. Both positions were added in 2021-22 as a resource to deal with COVID cases and student social/emotional needs.

Through stakeholder input, we have garnered support for the afore mentioned preventions and strategies. The main theme from our stakeholders is to do whatever is necessary to keep our students in school.

## Stakeholder Engagement

Engaging in Meaningful Consultation with Stakeholders (Please describe the ways you meaningfully consulted with each group listed below as part of the development of the district ESSER III Plan)

### Students

The superintendent of schools met with students of both the middle school and the high school student councils to discuss the proposed ESSER 3 plan, explain (with examples) the allowable uses that ESSER III dollars might be used for, and to receive feedback and input on what they would like to see in the plan. While in this meeting, the students completed an on-line survey to express their thoughts regarding the ESSER III plan. There were also students who participated in the online community survey, which was open to anyone who wanted to respond. When students were asked about their thoughts and ideas that should be included in the plan, the top three allowable uses that they identified were #1-continuing technology upgrades, #2 - facility upgrades that support student health needs and #3 - additional personnel and staff support for academic interventions. The students also expressed their appreciation for the supports that were in place during the past school year (testing program, school nurse, school therapist, etc..)

### Families

The superintendent sent a personal email to every USD 248 parent/guardian explaining the ESSER III plan and how it can impact our school district. In this email, families had an opportunity to complete a survey to express what they perceived as the most important needs in our school district to address the COVID pandemic and its fallout. In addition, every school board meeting since August of 2021 has included a board agenda item that provides ESSER updates and input. Our family/community survey had 305 responses. The breakdown included 212 (69.5%) parent/guardians, 32 (10.5%) students, 86 (28.2%) faculty members, 15 (4.9%) school administrators/board members, 5 (1.6%) individuals identified as Native American, 7 (2.3%) Self/Parent/Guardian for a child with disabilities, 4 (1.3%) Self/Parent/Guardian for a child in foster care, 33 (10.8%) School Community Patrons and 16 (5.2%) School Community Business Owner/Patron. The overall breakdown of our community survey data revealed that the top three desired allowable uses for ESSER III funding requests were #1 (187 responses or 61.3%)-continuing technology upgrades to support learning, #2 (183 responses or 60%) - Facility upgrades that support student health needs, and #3 (177 responses or 58%) - Additional personnel and staff support for academic interventions. The next three levels supported the use of additional personnel (covered in ESSER 2), summer learning programs (addressed in ESSER 1 & 2), and additional behavior support (covered in ESSER 2).

### School and District Administrators including Special Education Administration

Our school district employs five full-time administrators, 1 food service director, 1 maintenance director and 1 transportation director. We also have a shared Special Education Director with the SEK Special Education Cooperative. All parties have been actively involved for the past 7 months in developing the ESSER 3 plan, thus there was the approval/consensus of the plan. Many meetings have taken place to discuss the upcoming needs for our district in regards to addressing all components of the COVID pandemic and its aftermath. In addition, all school administrators and special education administrator's participated in the ESSER III on-line survey.

## **Teachers, Principals, School leaders, other Educators, School Staff and their Unions**

The superintendent met with all staff in the district on three different occasions during scheduled in-service days to discuss the ESSER III plan. All staff included classified and certified. During these meetings, the superintendent explained the ESSER III application process and specifically, the allowable uses that might be considered for ESSER III funding. The building principals met weekly with the superintendent during administration meetings to discuss ESSER needs. They, in turn, have addressed the ESSER III plan in their perspective staff meetings for the past several months. In addition, the school district met directly with the Girard Teachers Association to address funding needs of students, the community and staff. Lastly, all parties in this group were invited to complete the ESSER III funding survey to provide input and prioritize the possible funding request for allowable uses.

## **Tribes**

Our school information system indicates that we have 5 students/staff in the district who identify as Native American. None, to our knowledge, are connected to a tribe. The superintendent personally reached out individually to each of these members through face-to-face contact and through a personal email that detailed the ESSER III application process and the allowable uses that might be considered for funding. All five individuals completed the on-line survey and expressed their perceived needs, educationally and emotionally, for continuing and/or new resources that might be considered with ESSER III funding. The survey information from this group indicated the top three allowable uses to be considered with ESSER III funds were #1 - continuing technology upgrades, #2 - expanded social/emotional/mental health services, and #3 - after school programs to support academics.

## **Civil Rights Organization including Disability Rights Organizations**

We worked closely with our local special education cooperative actively to support students with disabilities to ensure our plans meet the needs of all students. The SEK Interlocal collaborates with member districts in providing special education and related services to identified district students. The American Rescue Plan Act of 2021 requires LEAs to engage in meaningful consultation with specific stakeholder groups within the LEA and community. Our local SEK cooperative offered the following input that was considered in our ESSER III application:

Need: In consultation between the district and the SEK Interlocal, both entities recognize needs and priorities of learning loss, and an increase in psychosocial issues, for disabled students directly related to the pandemic and subsequent school closure and disruptions. Specifically:

\*School Closure and Remote Instruction implemented for students created learning loss for some students, especially those who require extra academic assistance, benefit from direct peer modeling, or whose instruction requires differentiation and individualization. Students with health disabilities have been especially impacted.

\*Disruptions in access to peers, structured educational environments, and behavioral supports have increased the intensity and need for social emotional supports for many students including students with disabilities.

Priorities: The district and SEK Interlocal acknowledge that utilizing ESSER III dollars to support the following types of extra supports would benefit not only students with disabilities, but all students:

\*Expanded learning opportunities such as after school programs and summer school programs to provide enriched learning opportunities.

\*Increased professional and staffing increases to expand access and support for individualized learning. This may require increased cost of funding to raise compensation levels in effort to compete with a human resource shortage.

\*Programs and resources to support students and families experiencing social-behavioral issues. This could include school-wide behavioral supports, and increased access to staff trained to address these needs.

\*Activities or implementation of best practices related to health and wellness such as increased nursing staff, health education and exercise programs. Modifications to the school environment and use of advancements to promote air quality and a sanitary environment.

The district also reached out to Lane Williams, the legal director for the Disability Rights Center of Kansas. He provided this input that we took into consideration when developing our plan:

"The Disability Rights Center of Kansas supports schools in Kansas which are trying to obtain additional educational supports and services to address the loss in learning by students, particularly students with disabilities, due to the covid pandemic. DRC is the officially designated protection and advocacy organization in Kansas for individuals with disabilities. We are a private non-profit which provides legal advocacy services to clients on a variety of disability rights issues, including education issues encountered by students with disabilities. Since March 2020, our office has received numerous calls from parents of children with disabilities with concerns about the harmful disruption to the educational progress of their children due to the pandemic. They see their children, like their peers, struggling to catch up to where they were educationally prior to the onset of the pandemic. Unlike their peers, however, their disabilities often create an additional barrier to making progress. Additional supports and services, such as summer enrichment programs and after school tutoring, are necessary to give students with disabilities a better opportunity to stop the slide in their educational progress due to the pandemic."

**Stakeholders representing the interests of children with disabilities, English Learners, children experiencing homelessness, children in foster care, migratory students, children who are incarcerated, and other underserved students**

Our data in our school information system indicates that we do not have any students identified as homeless, migrant or incarcerated. To seek input from parents/guardians for students with disabilities, English learners, in foster care and other underserved students, the superintendent sent a personal email to all the parents/guardians explaining the ESSER III application process and the allowable uses that we may consider to request ESSER III funding. In this email, they were invited to complete an on-line ESSER III survey to provide personal input. We also had personal face-to-face communication with our ESOL parents and students in Foster Care to better explain the ESSER III application. In addition to reaching out to our parents/guardians of students with disabilities, we also requested input from our local special education cooperative for their input on how we can better serve this population moving forward in regards to the COVID pandemic and it's aftermath. Below is a breakdown of our survey information:

Self/Parent/Guardian/Representative for a child with disabilities: The survey information from this group indicated the top three allowable uses to be considered with ESSER III funds were: #1 - additional support for academic intervention, #2 - additional instructional materials and resources, and #3 -continuing technology upgrades.

Self/Parent/Guardian/Representative for a child who is an identified English Language Learner (ESOL): The survey information from this group indicated the top three allowable uses to be considered with ESSER III funds were #1 -additional personnel and staff support for academic intervention, #2 - additional instructional materials and resources, and #3 -facility health upgrades.

Self/Parent/Guardian/Representative for a child in foster care: The survey information from this group indicated the top three allowable uses to be considered with ESSER III funds were #1 -facility health upgrades, #2 - additional instructional materials and resources, and #3 -continuing technology upgrades.

### **Provide the public the opportunity to provide input and take such input into account**

The public is welcome to provide patron comments at our Board of Education meetings. Since August of 2021, we had an agenda item for our board meetings that provided ESSER updates/information/comments. In addition, we made a survey link available to our district stakeholders to provide input on what they perceived would be the greatest needs in our school district to address student needs in regards to COVID and its aftermath. The superintendent also reached out to our Chamber of Commerce Director to help solicit input from our business community. An email that detailed the ESSER III application process and the allowable uses that might be considered for ESSER III funding was sent out to all the business members of our local chamber. All members were invited to complete an ESSER III funding survey to provide individual input. The district also reached out to our public for input at PTO, Site Council and Strategic Planning committee meetings.

### **Use of Funds for Learning Loss Set Aside and The Rest of The Allocation**

**Please briefly describe the impacts of COVID-19 on the district and its Pre-K through 12 students, including any relevant data where possible (e.g., cost impact, learning loss, emotional impact on students). If there has been a disproportionate impact on a special population in the district (e.g., students with disabilities, English Learners, students in foster care, students in poverty, etc.), please describe the impact and provide the number of Pre-K through 12 students in that population.**

During the 2021-22 school year, USD 248 was open and in session for face-to-face instruction. However, we had many disruptions due to COVID. 235 students and 45 staff members were infected with COVID. In addition, we had 447 students and 23 staff members who were in quarantine and not able to be in school at some point during the year. This obviously impacts academic and social/emotional progress. Below is a building-by-building synopsis of impact that we know COVID has inflicted on learning and social/emotional development/progress of our students:

Haderlein Elementary School (PreK-5):

All students PreK-5th grade take the Fast Bridge Assessment (Universal Screener) and the DRA (Developmental Reading Assessment). This data is used to drive our instruction to find out early on where reading gaps are, so we can give diagnostic assessments as needed to drill down to the exact need and make a plan for support. According to the Developmental Reading Assessment, in the Winter of 2021, 74% of students were at or above the benchmark while 26% did not reach the benchmark. Last year at this time (Winter of 2020), 60% of students were at or above the benchmark while 40% did not reach the benchmark. While this is an improvement overall, our building goal is to increase the percentage of students scoring proficient in reading and to solidify foundational skills in the early grades for all students to ensure success in later years.

Looking at Universal Screening data from December of 2020 to December of 2021. Students increased from 60% scoring at the Tier 1 level to 75%. Our goal is to be at 80% by the end of each school year. Our Tier 3 population went from 24% in December of 2020 to 16% in December of 2021. Our goal for students scoring Tier 3 at the end of each year is 5%.

#### Social Emotional Screener

This is our first year offering a social emotional screener to our students. Since we continue to see a great need in this area, we hope this data will be valuable in decision making around the best ways to support our students. All 2nd-5th grade students completed the mySAEBRS screener. This is a self-assessment taken individually.

At the second grade level, 65% showed a low risk with 35% of students showing some risk. Within our 3rd grade, 91% showed a low risk with 9% of students showing some risk. At our 4th grade level, 93% showed a low risk, 5% of students showed some risk, and 2% showed a high risk. Within our 5th grade, 82% showed a low risk, 15% showed some risk, and 3% showed a high risk. This data is based on our 2021 winter benchmark.

Compared to our district level and considering 2nd-12th grade scores, 80% of the student group scored as low risk, 16% scored some risk and 4% showed a high risk.

#### Girard Middle School (6-9):

As we look at academic data for Girard Middle School students, we have seen an increase in the number of students who have been negatively impacted due to a loss of learning time as a result of Covid-19. Girard Middle School uses STAR reading as a measurement for academic progress of students. This nationally normed test is used to identify at risk students and helps us make academic decisions for students.

8th grade students have seen the highest level of negative impact. In the 2019-20 school year 3 students or 6% of the class was below the 10% rank. These students were 6th graders during the "Covid" year, when students lost in person classes during the 4th nine weeks. During the 2020-21 school year 7 students or 12% of the class scored below the 10% rank for the STAR assessment. During the 2021-22 school year the number of students below the 10% rank is 8 students or 14% of the class. As we look at the other end of the spectrum, students who were at above the 40th percentile rank in 2019-20 we had 31 students or 57% of the class. By the 2020-21 school year that number decreased to 28 students or 47% of the class. During the current school year 21-22 the number increased to 29 students above the 40% rank of 52% of the class.

As we look at the 7th graders, they have only used the STAR test for two years but we can see a negative trend with them as well. In the 2020-21 school year 10 students or 14% were below the 10% rank. In the 21-22 school year we have 12 students or 16% below the 10% rank. As you can see we have seen a negative increase in the amount of students below the 10% ranking based on STAR assessments. This is tied directly to the learning loss associated to Covid-19.

#### Girard High School (9-12):

As we look at the impact of the Covid 19 pandemic on educational skills and attainment at Girard High School, we can point to numerous data points that show an almost three-year window of impact that we have not seen previously at GHS.

The first data point we have looked at is the STAR test that measures a student's overall reading level. This test has been for well over 15 years at GHS and we have never seen the lack of increases like we have during the Covid 19 pandemic. Rarely, if ever, have we seen students who were not in the bottom benchmark percentile increase. This percentile mark would be below the 10th percentile as normed nationally. Over the past two years, every grade level at GHS has seen at least a 6% increase in this category. In comparison, over the last fifteen years we have only had one class show this much increase in this category.

The second data point that shows the negative impact of Covid 19 is the district's overall ACT composite. Over the past two years our district composite while still about the state average has dropped. The past two years the composite average has been 20.8 and 19.7, these scores are the lowest the composite scores the GHS has had by almost one point over the past 10 years.

The third data point to show the negative impact of Covid 19 is the measurement of chronic absenteeism, which is defined by the state as if the student misses more than 10% or more days of school. USD 248, while still well above the state average, has shown an increase of over 2% over the past two school years.

Overall, we have not seen a disproportionate impact on our special populations other than our IEP students who have missed school due to COVID infection and/or quarantine. We have noticed an increase in overall school discipline issues that we also believe can be attributed to COVID and the uncertainties/disruptions it places on our students.

**How the LEA will use the funds it reserves under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year? (Provide specific references to evidence-based interventions that meet one of the four tiers of evidence, as defined in Sec. 8101(21) of ESEA)**

The Girard USD 248 ESSER III plan strives to provide additional learning opportunities through the use of summer school, summer learning programs, extended school day and credit recovery programs, among others, to address learning loss. The research indicates that students participating in these types of programs can maintain and gain in their learning experiences over the summer months and/or extended day. Besides direct learning and enrichment for students, the research shows that the instructional staff must be actively involved in continuous learning to enhance their teaching. The district will provide this support through multiple avenues. Most importantly, research will define that the single greatest impact of learning for students is the personal relationship that they develop with their instructors. To better develop these relationships, smaller student/teacher ratios and additional time with the instructor has been pivotal in our planning to address lost instructional time and academic success. All these factors and input from our stakeholders have helped us define how we will use ESSER III Funds to address and implement evidence-based interventions of support. Based on our input from all stakeholders, our goal will be to request approximately 32% of our ESSER III Grant award toward identified evidence-based practice programs/resources. Listed below are some of the evidence-based interventions that we would like to fund with ESSER III dollars:

- \*Implement summer enrichment programs and credit recovery services (district wide) - KSDE approved EBP
- \*Provide re-search based professional learning opportunities for staff (district wide) - Research to support (National Reading Panel. (2000). Teaching children to read: An evidence-based assessment of the scientific research literature on reading and its implications for reading instruction (NIH Publication no. 00-4769). National Institute of Child Health & Development. <https://www1.nichd.nih.gov/publications/pubs/nrp/Documents/report>)
- \*Reduced Class Size (PreK-5) - KSDE approved EBP (Hire additional staff)
- \*Sanford Harmony for Social Emotional Learning (PreK-5) - KSDE approved EBP
- \*Positive Behavior and Intervention Support (PreK-5) - KSDE approved EBP
- \*Growth Mindset (district wide) - KSDE approved EBP
- \*MTSS Behavior (PreK-8)-KSDE approved EBP
- \*Second Step (PreK-6) - KSDE approved EBP
- \*Moby Max (PreK-6) - KSDE approved EBP
- \*Reader's Theatre (PreK-6) - KSDE approved EBP
- \*Math Fluency Practice (PreK-6) - KSDE approved EBP
- \*Guided Reading (PreK-8) - KSDE approved EBP
- \*Explicit and Systematic Instruction (5-8) - KSDE approved EBP
- \*Systematic Instruction in Phonological Awareness and Phonics (PreK-2) - KSDE approved EBP
- \*Second Step Curriculum (5-12)- KSDE approved EBP

**How the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act?**



After addressing learning loss and evidence based practices that will best serve our students due to the COVID pandemic and it's aftermath, the district will request funds that meet the requirement of acceptable uses that are consistent with the section 2001(e)(2) of the ARP Act. In determining what to address with the remaining funds, we will revert back to the highest priorities that were identified in our stakeholder input survey. The overall breakdown of our community survey data revealed that the top three desired allowable uses for ESSER III funding requests were #1 (187 responses or 61.3%)-continuing technology upgrades to support learning, #2 (183 responses or 60%) - facility upgrades that support student health needs, and #3 (177 responses or 58%) - additional personnel and staff support for academic interventions. The next three levels supported the use of additional personnel, summer learning programs, and additional behavior support. These factors were used in determining how we would spend our allotted 1,552,876 million ESSER III dollars. Below is an estimated breakdown of ESSER III expenditure request for 2022-2024:

1. Academic supports to address student learning loss and/or lack of academic progress - \$450,000
2. Purchasing educational technology to address COVID implications/protocols (#1 from stakeholders) - \$252,815
3. Facility replacement projects to improve indoor air quality (#2 from stakeholders) - \$335,061 (HVAC/Windows)
4. Additional personnel and staff support for academic intervention (#3 from stakeholders)- \$220,000 (110 X 2)
5. Retention Pay for district staff - \$100,000 (\$50,000 X 2 years)
6. Social/Emotional supports - \$45,000
7. Environmental Supplies/Safety - \$150,000
8. Total estimated expenditures - \$1,552,876

**How the LEA will ensure that the interventions it implements, including but not limited to the interventions under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time, will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students disproportionately impacted by the COVID–19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students.**

Our ESSER Plan was developed collaboratively with key stakeholders in our community, including KSDE, our local special education cooperative, our education service center, staff, administration, students, and the community. The focus of our planning and the reason for collaborating with such a diverse group was to ensure we were developing plans that not only address the general needs of our community but that we also maintained an important focus on addressing the specific needs of all students and staff populations. These collaborative conversations remain ongoing and will continue to inform our decision-making throughout the pandemic and beyond. Most importantly, we will regularly monitor student behaviors and academic recovery/success using an array of data. If we don't see the desired results, we will make adjustments immediately.

## Allocations

	Direct Allocation	True Up Allocation	Total Allocation		20% Minimum
ESSER III Allocations	\$1,552,876	\$0	\$1,552,876	ESSER III Allocations	\$310,576
Approved Total	\$1,212,850	\$0	\$1,212,850	Approved Total	\$554,697
Amount Left	\$340,026	\$0	\$340,026	Amount Still Needed	\$0
In Review Total	\$45,000	\$0	\$45,000	In Review Total	\$0
Amount Left	\$295,026	\$0	\$295,026	Amount Still Needed	\$0

## Line Items

ID	Allocation Type	Learning Loss	Function Code	Object Code	Allowable Use	Total Expenditures	Status
248-3-0028	Direct	False	1000	610	12	\$45,000	Task Force Review
248-3-0001	Direct	False	2600	730	14	\$212,117	Approved
248-3-0002	Direct	True	1000	653	12	\$106,500	Approved
248-3-0003	Direct	True	1000	120	12	\$67,192	Approved
248-3-0004	Direct	True	1000	110	11A	\$23,520	Approved
248-3-0005	Direct	True	1000	110	12	\$2,520	Approved
248-3-0006	Direct	False	1000	120	10	\$67,192	Approved
248-3-0007	Direct	True	1000	110	11A	\$6,825	Approved
248-3-0008	Direct	True	1000	653	12	\$3,230	Approved
248-3-0009	Direct	True	1000	110	12	\$3,300	Approved
248-3-0011	Direct	True	1000	610	12	\$1,000	Approved
248-3-0012	Direct	False	1000	610	10	\$17,000	Approved
248-3-0013	Direct	True	2210	320	12	\$28,260	Approved
248-3-0014	Direct	True	1000	110	12	\$50,000	Approved
248-3-0015	Direct	True	1000	110	12	\$120,000	Approved
248-3-0016	Direct	False	2600	730	14	\$122,944	Approved
248-3-0017	Direct	False	2130	110	10	\$40,000	Approved
248-3-0018	Direct	False	1000	120	16	\$74,800	Approved
248-3-0019	Direct	False	1000	110	16	\$88,000	Approved
248-3-0020	Direct	False	1000	122	16	\$12,600	Approved
248-3-0021	Direct	True	1000	110	12	\$55,000	Approved
248-3-0022	Direct	True	1000	110	11B	\$7,350	Approved
248-3-0023	Direct	True	2210	320	12	\$5,000	Approved
248-3-0024	Direct	False	2210	320	10	\$3,500	Approved
248-3-0025	Direct	True	1000	110	12	\$55,000	Approved
248-3-0026	Direct	False	1000	610	12	\$20,000	Approved
248-3-0027	Direct	True	1000	610	12	\$20,000	Approved

## Line Item Details

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Supplies-Instruction-Elem

**Account Number**

96542

**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**

NEW ITEM: Benchmark Phonics is a need within our PreK-5th grade building to close the learning gap that we've noticed within the last few years due to COVID. This phonics curriculum is based on the Science of Reading research and supports the components of Structured Literacy. Both whole group, as well as differentiation, is supported with this curriculum. This program includes print copies of decodable text, sound wall cards, sound-spelling cards, articulation videos, phonics and letter song videos, teacher manuals and assessments to utilize, student consumable texts that build vocabulary and background knowledge, and a scope and sequence within each level to support a gradual release model in order to grow independent learners. This also includes an intervention component that our Title groups and Special Education Department will utilize as they build on those student's classroom learning and offer opportunities for transfer. This curriculum will provide a systematic, explicit approach to phonics instruction as we support our students. These additional funds will support our phonics instruction for the next 5 years to ensure consistency and fidelity when working toward student literacy goals and will also provide a long range roadmap to address the learning loss of our students during the years of COVID.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$45,000
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	\$45,000

**Status**

Task Force Review

**Line Item Comment from KSDE**

New

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

EQUIPMENT PURCHASES-DISTRICT

**Account Number**

93629

**Function Code**

2600 - Operation and Maintenance of Plant Services (All except Transportation)

**Object Code**

730 - Equipment

**Allowable Use**

14 - Inspection, testing, maintenance, repair, replacement and upgrade projects to improve the indoor air quality in school facilities.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

GMS HVAC: Air quality can create a safe/healthier environment in our classrooms and help deter in the spread of COVID-19. We need to replace the original HVAC units in parts of our middle school that are 24 years old. We will also add filtration systems to enrich the air quality.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$212,117
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$212,117</u>

**Status**

Approved

**Line Item Comment from KSDE**

Per narrative, "The overall breakdown of our community survey data revealed that the top three desired allowable uses for ESSER III funding requests were... #2 (183 responses or 60%) - facility upgrades that support student health need... Facility replacement projects to improve indoor air quality (#2 from stakeholders) - \$335,061 (HVAC/Windows)." Allowable if CDC guidelines are met. Capital Improvement documentation required.

Line Item ID: 248-3-0002

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

SOFTWARE-INSTRUCTIONAL-ELEM

**Account Number**

93569

**Function Code**

1000 - Instruction

**Object Code**

653 - Software

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

RVH Teacher: (Reduced class size)

In order to close the learning gap for our students, and to keep class sizes smaller, we are requesting a teaching position in the primary grades to help with class size reduction. Smaller class sizes have a positive impact on overall student learning. Some examples of the positive impact include accurate, timely identification of student learning disabilities, higher overall student achievement, improved student behavior limiting classroom disruptions, and fewer high school dropouts. This request will be for the 2022-23 and 2023-24 school years.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$53,250
<b>Budgeted Expenditures in SFY 2024</b>	\$53,250
<b>Total Expenditures</b>	\$106,500

**Status**

Approved

**Line Item Comment from KSDE**

Per narrative:

"Most importantly, research will define that the single greatest impact of learning for students is the personal relationship that they develop with their instructors. To better develop these relationships, smaller student/teacher ratio's and additional time with the instructor has been pivotal in our planning to address lost instructional time and academic success."

"1. Academic supports to address student learning loss and/or lack of academic progress - \$450,000

2. Purchasing educational technology to address COVID implications/protocols (#1 from stakeholders) - \$252,815"

Line Item ID: 248-3-0003

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

SALARIES-ELEM PARA

**Account Number**

93528

**Function Code**

1000 - Instruction

**Object Code**

120 - Regular Non-Certified Salaries

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

MTSS Para Position: (Small group instruction, 1:1 intervention)

Due to the number of students on quarantine throughout the past two years, consistent and targeted instruction for our academically at-risk students has been greatly interrupted. Our MTSS interventionist cannot give the same quality explicit instruction during remote learning session as they would in-person especially to our K-2 population that are easily distracted when they are not in-person. Our research-based interventions such as Barton Reading and Guided Reading Plus are successful with children in small group settings of one to three students that are in-person. We are requesting two additional years be added to our MTSS Para position, which was added with ESSER II funds. This individual provides differentiation and support to our Tier 2 and Tier 3 MTSS students, along with materials and resources needed within the classroom to meet all academic levels. Small group learning takes place with this individual, as well as 1:1 intervention support to close the achievement gap. This position is invaluable in helping us address learning loss from the COVID pandemic and it's aftermath.

**Budgeted Expenditures in SFY 2021** \$0

**Budgeted Expenditures in SFY 2022** \$0

**Budgeted Expenditures in SFY 2023** \$33,596

**Budgeted Expenditures in SFY 2024** \$33,596

**Total Expenditures** \$67,192

**Status**

Approved

**Line Item Comment from KSDE**

#3 (177 responses or 58%) - additional personnel and staff support for academic interventions.

Line Item ID: 248-3-0004

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

SALARIES-ELEM TEACHER

**Account Number**

93524

**Function Code**

1000 - Instruction

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

RVH Summer School: We will offer students an extended learning opportunity throughout the month of June in 2022, 2023 and 2024. We will focus on closing the gap and providing interventions to meet individual student needs in the areas of reading, math, and social emotional curriculum. Students will attend Monday-Thursday from 8:00-11:00 for 4 weeks. Four staff members will receive \$35/hour, which would include 12 hours of instruction time and 2 hours of plan time weekly.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$7,840
<b>Budgeted Expenditures in SFY 2023</b>	\$7,840
<b>Budgeted Expenditures in SFY 2024</b>	\$7,840
<b>Total Expenditures</b>	<u>\$23,520</u>

**Status**

Approved

**Line Item Comment from KSDE**

Per narrative, "The Girard USD 248 ESSER III plan strives to provide additional learning opportunities through the use of summer school, summer learning programs, extended school day and credit recovery programs, among others, to address learning loss."

Line Item ID: 248-3-0005

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

SALARIES-MS TEACHER

**Account Number**

93523

**Function Code**

1000 - Instruction

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

GMS Summer School: Due to learning loss because of Covid-19, GMS will offer students an extended learning opportunity throughout the month of June in 2022, 2023 and 2024. We will focus on closing the gap and providing interventions to meet individual student needs in the areas of reading, math, and social emotional curriculum.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$840
<b>Budgeted Expenditures in SFY 2023</b>	\$840
<b>Budgeted Expenditures in SFY 2024</b>	\$840
<b>Total Expenditures</b>	<u>\$2,520</u>

**Status**

Approved

**Line Item Comment from KSDE**

Per narrative, "The Girard USD 248 ESSER III plan strives to provide additional learning opportunities through the use of summer school, summer learning programs, extended school day and credit recovery programs, among others, to address learning loss."

Line Item ID: 248-3-0006

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

SALARIES-ELEM PARA

**Account Number**

93528

**Function Code**

1000 - Instruction

**Object Code**

120 - Regular Non-Certified Salaries

**Allowable Use**

10 - Providing mental health services and supports.

**Please describe the expenditures within the account and how they will address a COVID-19 need**



**RVH Focus Room Para:**

Over the past two years we have seen a decline in student behavior at our school. Due to COVID protocols, long quarantines, and our school shutting down in the last quarter of Spring 2020, students are experiencing more anxiety and depression. All of the built up fear and sadness results in disruptive classroom behaviors, avoidance of classwork, and defiance. Due to COVID restrictions from the past two years outside of school, students have been more isolated than ever before. Therefore, we are seeing the maturity level of some of our students on a decreasing trend. Students in fifth grade act more like 2nd or 3rd graders. Some 2nd graders act more like kindergarteners. Due to all of this teachers need more supports in place within the school setting for students with these needs. We are requesting a full-time para to monitor a Focus Room for our building. The Focus room will all a place for students to go when the classroom is too much for them or they need a short break. Students who feel stressed or overwhelmed will have an immediate place to go to deescalate and/or calm down in a quiet, supportive setting. Some students will come to this room for a short period of time to finish assignments or get tutoring/intervention time if they were unable to focus during core instruction.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$33,596
<b>Budgeted Expenditures in SFY 2024</b>	\$33,596
<b>Total Expenditures</b>	\$67,192

**Status**

Approved

**Line Item Comment from KSDE**

Per narrative: "The focus of our planning and the reason for collaborating with such a diverse group was to ensure we were developing plans that not only address the general needs of our community but that we also maintained an important focus on addressing the specific needs of all students and staff populations. These collaborative conversations remain ongoing and will continue to inform our decision-making throughout the pandemic and beyond."

Please describe stakeholder input. Specifically, are parents aware and in support of an alternate room where students will be out of the general education setting working with para professionals?

Per applicant response: "In our survey that we sent out to all parents/guardians, 50% wanted to see the school district invest some ESSER funds to address additional social emotional/behavior support and interventions (therapist/counselor services, student behavior programs/resources, etc.) In addition, our teaching staff at the elementary school listed this as the number one area to address in the building. We also presented our concerns to the elementary site council regarding increased student anxiety/ behavior that we attribute to the COVID pandemic and its aftermath (quarantine, lost school time, lost social time with peers, uncertainties regarding what school will look like moving forward, etc.). We shared the ideas of having a FOCUS room to help kids refocus so they can get back in the classroom ASAP. Parents appear to support this as an alternative to sending students home for the day if they can not display appropriate behavior to be in school. It is an alternative to keeping kids in school and offering behavior coping skills. The goal is for this to be a very short term placement (hours and not days). This model is used in some neighboring school districts with tremendous success. Our focus addresses the diverse groups within our student population. Collaboration/communication with staff/parents will be on-going as we work to ensure we are meeting the general needs of our community, along with specific needs of all students. These conversations will guide our decision-making throughout this process."

Line Item ID: 248-3-0007

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

SALARIES-HS TEACHERS

**Account Number**

93522

**Function Code**

1000 - Instruction

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

GHS Summer School: Summer school will be offered to help students earn credit and academic skills lost due to the Covid 19 pandemic. This resource is needed for us to address Learning Loss due to the COVID pandemic and it's aftermath. The expenditure request estimate is for the summer of 2022, 2023 and 2024. The yearly cost is estimated at \$2,275. The total cost for three years is \$6,825.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$2,275
<b>Budgeted Expenditures in SFY 2023</b>	\$2,275
<b>Budgeted Expenditures in SFY 2024</b>	\$2,275
<b>Total Expenditures</b>	<u>\$6,825</u>

**Status**

Approved

**Line Item Comment from KSDE**

Per narrative, "The Girard USD 248 ESSER III plan strives to provide additional learning opportunities through the use of summer school, summer learning programs, extended school day and credit recovery programs, among others, to address learning loss."

Line Item ID: 248-3-0008

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

SOFTWARE-INSTRUCTIONAL-ELEM

**Account Number**

93569

**Function Code**

1000 - Instruction

**Object Code**

653 - Software

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

RVH Reading Supplement: Our PreK-2 students have shown a great need for additional phonics and phonological awareness instruction. When our students transitioned to remote learning in the spring of 2020, it greatly impacted our primary level students. As we returned to on-site learning, student targeted interventions began to provide help in closing the gap. We have observed the additional need for Tier 3 interventions, as well as additional review to ensure the foundational skills are mastered. As we reflect on the learning impacts due to Covid, it was clear that we needed to invest in supplemental resources to continue building our student knowledge base in these areas. The online resource to supplement the Really Great Reading program costs \$95/teacher per year (July 1- June 30). We will purchase 17 online subscriptions to utilize in PreK-2nd grade classrooms, our Title department, and our Special Education program at those levels. This will provide additional opportunities for our students at the primary level to build and develop their phonics and phonological skills. The total cost for one year is \$1615. We will be requesting a subscription for 2 years, which equals a total cost of \$3,230.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
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<b>Budgeted Expenditures in SFY 2022</b>	\$0
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<b>Budgeted Expenditures in SFY 2023</b>	\$1,615
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<b>Budgeted Expenditures in SFY 2024</b>	\$1,615
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<b>Total Expenditures</b>	\$3,230
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**Status**

Approved

**Line Item Comment from KSDE**

Per narrative, "Systematic Instruction in Phonological Awareness and Phonics (PreK-2)"

Line Item ID: 248-3-0009

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

SALARIES-ELEM SUB TEACHERS

**Account Number**

93527

**Function Code**

1000 - Instruction

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

RVH Instructional Coach Training: Our PreK-5th grade building implemented Comprehensive Literacy 7 years ago. This model provides leveled instruction daily within small groups. As we reflect on our building and the learning impacts due to COVID, it is clear that we needed to provide intense support/coaching for our teachers and the resources in place for each component within the model. We are requesting certification/training for a staff member to serve as an Instructional coach in the RVH building. During this time, our educator will need coverage to provide instruction in her current position. At a rate of \$110/day, we will need to pay a substitute teacher for 30 days throughout the school year, which equals \$3,300.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
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<b>Budgeted Expenditures in SFY 2022</b>	\$0
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<b>Budgeted Expenditures in SFY 2023</b>	\$3,300
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<b>Budgeted Expenditures in SFY 2024</b>	\$0
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<b>Total Expenditures</b>	\$3,300
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**Status**

Approved

**Line Item Comment from KSDE**

Per narrative, "Provide re-search based professional learning opportunities for staff (district wide)"

Line Item ID: 248-3-0011

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

SUPPLIES-INSTRUCTION-ELEM

**Account Number**

93542

**Function Code**

1000 - Instruction

**Object Code**

610 - General Supplies and Materials

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

RVH Instructional Coach Training: Our PreK-5th grade building implemented Comprehensive Literacy 7 years ago. This model provides leveled instruction daily within small groups. As we reflect on our building and the learning impacts due to COVID, it is clear that we needed to provide intense support/coaching for our teachers and the resources in place for each component within the model. We are requesting certification/training for a staff member to serve as an Instructional coach in the RVH building. We will also be purchasing textbooks for this extended learning, which will cost \$1,000.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
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<b>Budgeted Expenditures in SFY 2022</b>	\$0
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<b>Budgeted Expenditures in SFY 2023</b>	\$1,000
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<b>Budgeted Expenditures in SFY 2024</b>	\$0
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<b>Total Expenditures</b>	<u>\$1,000</u>
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**Status**

Approved

**Line Item Comment from KSDE**

Per narrative, "Provide re-search based professional learning opportunities for staff (district wide)"

Line Item ID: 248-3-0012

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

SUPPLIES-INSTRUCTION-ELEM

**Account Number**

93542

**Function Code**

1000 - Instruction

**Object Code**

610 - General Supplies and Materials

**Allowable Use**

10 - Providing mental health services and supports.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

RVH Social/Emotional Curriculum: (Second Step)

Student mental health and the social emotional needs of students impede academic success when not address early on in a child's life. The COVID pandemic has, and continues, to impact this issue in our building. We will purchase social emotional curriculum for our PreK-5th grade classrooms to address the social emotional and mental health of our students. Second Step is a research-based curriculum. This classroom-based program promotes the development of student's social-emotional competence and self-regulation skills.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
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<b>Budgeted Expenditures in SFY 2022</b>	\$0
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<b>Budgeted Expenditures in SFY 2023</b>	\$17,000
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<b>Budgeted Expenditures in SFY 2024</b>	\$0
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<b>Total Expenditures</b>	<u>\$17,000</u>
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**Status**

Approved

**Line Item Comment from KSDE**

Per narrative: "Listed below are some of the evidence-based interventions that we would like to fund with ESSER III dollars:...Second Step Curriculum (5-12)"

Line Item ID: 248-3-0013

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

PROFESSIONAL DEVELOPMENT

**Account Number**

93521

**Function Code**

2210 - Improvement of Instruction Services

**Object Code**

320 - Professional-Education Services

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

RVH Staff Literacy Training/Professional Development: Our PreK-5th grade building implemented Comprehensive Literacy 7 years ago. There is a great need for additional professional development to review the framework and components of our model. As we reflect on our building and the learning impacts due to Covid, one of our priorities is to continue the rigorous, evidence-based literacy instruction to effectively close the learning gap. Our classroom teachers have provided differentiated instruction targeting the skills needed based on our building wide assessments. We are requesting to provide training for our staff this summer around all literacy components and revisit the framework that supports every learner to ensure success. The virtual training this summer will include 3 staff members. Registration is \$600 total for participants. Each individual will be paid \$35/hour for attendance, 6 hours/day, 2 training days for a total of \$1,860 including registration and staff pay.

An additional literacy training will be offered this summer for all certified staff. This will be a one-day training. However, half of the staff will join on the first day and the other half will attend the second day. Teachers will be paid \$35/hour and will attend a 6-hour training. This includes 28 staff members attending and 4 staff members presenting. The total amount for this training is \$7,560.

The total cost submitted will include training for Summer 2022, Summer 2023, and Summer 2024.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$9,420
<b>Budgeted Expenditures in SFY 2023</b>	\$9,420
<b>Budgeted Expenditures in SFY 2024</b>	\$9,420
<b>Total Expenditures</b>	<u>\$28,260</u>

**Status**

Approved

**Line Item Comment from KSDE**

Per narrative, "Provide re-search based professional learning opportunities for staff (district wide)"

Line Item ID: 248-3-0014

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

SALARIES-ELEM SUB TEACHERS

**Account Number**

93527

**Function Code**

1000 - Instruction

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

RVH Long-Term Substitute Teacher:

We are requesting a long-term substitute for the 2022-2023 and 2023-2024 school years to address learning loss and student academic achievement. This individual will provide one-on-one support throughout the school day to struggling students who need the additional support that was missed due to COVID. The focus will be on missing reading and math skills. Students K-5 that qualify will work with this individual daily to ensure foundational skills are mastered.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$25,000
<b>Budgeted Expenditures in SFY 2024</b>	\$25,000
<b>Total Expenditures</b>	\$50,000

**Status**

Approved

**Line Item Comment from KSDE**

Per narrative:

"Most importantly, research will define that the single greatest impact of learning for students is the personal relationship that they develop with their instructors. To better develop these relationships, smaller student/teacher ratio's and additional time with the instructor has been pivotal in our planning to address lost instructional time and academic success."

"1. Academic supports to address student learning loss and/or lack of academic progress - \$450,000

2. Purchasing educational technology to address COVID implications/protocols (#1 from stakeholders) - \$252,815"

Line Item ID: 248-3-0015



**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

SALARIES-MS TEACHER

**Account Number**

93523

**Function Code**

1000 - Instruction

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

GMS/GHS At-Risk Coordinator/Teacher:

In order to address learning loss due to Covid 19 pandemic, Girard Middle School and High School is requesting a new staff position to facilitate an at-risk program. The at-risk coordinator would spend half the day at the middle school and half a day at the high school. This program will benefit general education students who have fallen behind their classmates in educational knowledge and skills. This position will also allow for individual and small group learning as needed. The at-risk program would meet the following criteria for evidence based practices: (Small Group Instruction, Small Group Interventions, Mentoring, Multi-Tier System of Supports (MTSS), Student Teacher Ratio Reduction, Study Skills, Growth Mindset)

<b>Budgeted Expenditures in SFY 2021</b>	\$0
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<b>Budgeted Expenditures in SFY 2022</b>	\$0
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<b>Budgeted Expenditures in SFY 2023</b>	\$60,000
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<b>Budgeted Expenditures in SFY 2024</b>	\$60,000
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<b>Total Expenditures</b>	\$120,000
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**Status**

Approved

**Line Item Comment from KSDE**

Per narrative:

"Most importantly, research will define that the single greatest impact of learning for students is the personal relationship that they develop with their instructors. To better develop these relationships, smaller student/teacher ratio's and additional time with the instructor has been pivotal in our planning to address lost instructional time and academic success."

"1. Academic supports to address student learning loss and/or lack of academic progress - \$450,000

2. Purchasing educational technology to address COVID implications/protocols (#1 from stakeholders) - \$252,815"

Line Item ID: 248-3-0016

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

EQUIPMENT PURCHASES-DISTRICT

**Account Number**

93629

**Function Code**

2600 - Operation and Maintenance of Plant Services (All except Transportation)

**Object Code**

730 - Equipment

**Allowable Use**

14 - Inspection, testing, maintenance, repair, replacement and upgrade projects to improve the indoor air quality in school facilities.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

RVH Window Replacement: We will be replacing 44 existing windows in the south wing of our elementary school that have been in place since the mid-1980's. These windows have broken seals and most of them will not open any longer due to worn mechanism parts that can't be replaced. With the replacement of these windows, it will allow us to provide better heating/cooling efficiency, allow us to open the windows for fresh air exchange and also provide a safety option to evacuate students during an emergency. The costs will include the window equipment and installation.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$122,944
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$122,944</u>

**Status**

Approved

**Line Item Comment from KSDE**

Per narrative: " Facility replacement projects to improve indoor air quality (#2 from stakeholders) " Allowable if CDC guidelines are met. Capital Improvement documentation required.

Line Item ID: 248-3-0017

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

SALARIES-MENTAL HEALTH

**Account Number**

93529

**Function Code**

2130 - Health Services

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

10 - Providing mental health services and supports.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

School Therapist: The COVID-19 Pandemic has negatively impacted the social/emotional/behavioral status of many of our students. We partnered with the Community Health Center of SE Kansas to hire a licensed full-time behavioral/emotional school clinical therapist. The salary will be shared. This expenditure request will be for the 2022-23 and 2023-24 school years.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$20,000
<b>Budgeted Expenditures in SFY 2024</b>	\$20,000
<b>Total Expenditures</b>	<u>\$40,000</u>

**Status**

Approved

**Line Item Comment from KSDE**

Per narrative: "We also plan to continue the employment of a full-time school therapist and an additional school nurse. Both positions were added in 2021-22 as a resource to deal with COVID cases and student social/emotional needs. Through stakeholder input, we have garnered support for the afore mentioned preventions and strategies. The main theme from our stakeholders is to do whatever is necessary to keep our students in school."

Line Item ID: 248-3-0018

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

PREMIUM/RETENTION PAY-NON-CERT

**Account Number**

93532

**Function Code**

1000 - Instruction

**Object Code**

120 - Regular Non-Certified Salaries

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Classified Staff: In order to retain staff in light of the additional duties necessary to implement programs designed to limit learning loss and ensure that staff come back to work, the district is providing a premium retention payment of \$500 for the 2022-23 and 2023-24 school year for all classified staff. The \$500 premium pay is based on the Governor and Kansas Legislature's recommendation. The total amount requested will be \$74,800 (68 classified staff members X \$550 X \$37,400(per year) X 2 years = \$74,800). We will code it as we do other salary: Function 1000 Instruction, Object Code 110 Certified or 120 non-certified for paras. These funds are being requested for SFY2023 and 2024. We will not provide the premium pay stipend unless approved by you. All staff will receive the same amount. We will inform the staff that if they are employed on the first day of school on August 12th, 2022, and are still employed/working on October 14th, 2022, we will pay them \$500 as a retention incentive to come to work. This will be repeated for the 2023-24 school year. If approved, we plan to pay them the \$500 incentive in our November 2022 & 2023 payroll.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$37,400
<b>Budgeted Expenditures in SFY 2024</b>	\$37,400
<b>Total Expenditures</b>	\$74,800

**Status**

Approved

**Line Item Comment from KSDE**

Per narrative: "Retention Pay for district staff - \$100,000 (\$50,000 X 2 years)"

Line Item ID: 248-3-0019

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

PREMIUM/RETENTION PAY-CERT

**Account Number**

93531

**Function Code**

1000 - Instruction

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Certified Staff: In order to retain staff in light of the additional duties necessary to implement programs designed to limit learning loss and ensure that staff come back to work, the district is providing a premium retention payment of \$550 for the 2022-23 and 2023-24 school year for all certified staff. The \$550 premium pay is based on the Governor and Kansas Legislature's recommendation. The total amount requested will be \$88,000 (80 certified staff members X \$550 X \$44,000(per year) X 2 years = \$88,000). We will code it as we do other salary: Function 1000 Instruction, Object Code 110 Certified or 120 non-certified for paras. These funds are being requested for SFY2023 and 2024. We will not provide the premium pay stipend unless approved by you. All staff will receive the same amount. We will inform the staff that if they are employed on the first day of school on August 12th, 2022, and are still employed/working on October 14th, 2022, we will pay them \$500 as a retention incentive to come to work. This will be repeated for the 2023-24 school year. If approved, we plan to pay them the \$550 incentive in our November 2022 & 2023 payroll.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
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<b>Budgeted Expenditures in SFY 2022</b>	\$0
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<b>Budgeted Expenditures in SFY 2023</b>	\$44,000
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<b>Budgeted Expenditures in SFY 2024</b>	\$44,000
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<b>Total Expenditures</b>	<u>\$88,000</u>
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**Status**

Approved

**Line Item Comment from KSDE**

Per narrative: "Retention Pay for district staff - \$100,000 (\$50,000 X 2 years)"

Line Item ID: 248-3-0020

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

PREM/RET PAY-PART TIME-NON-CER

**Account Number**

93533

**Function Code**

1000 - Instruction

**Object Code**

122 - Part-Time Non-Certified Salaries

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Bus Drivers: In order to retain transportation staff in light of the additional duties necessary to implement programs designed to limit learning loss and ensure that staff come back to work, the district is providing a premium payment of \$500 for the 2022-23 and the 2023-24 school year for all full-time classified staff (bus drivers) and \$250 for all part-time classified staff (bus drivers). The premium pay is based on the Governor and Kansas Legislature's recommendation. The total amount requested will be \$12,600. We will code it as we do other salary: Function 1000 Instruction, Object Code 110 Certified or 120 non-certified. These funds are being requested for SFY2022 and 2023. We will inform the staff that if they are employed on the first day of school on August 13th, 2022, and are still employed/working on October 14th, 2022, they will be eligible for the retention incentive. We will repeat this for the 2023-24 school year.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$6,300
<b>Budgeted Expenditures in SFY 2024</b>	\$6,300
<b>Total Expenditures</b>	<u>\$12,600</u>

**Status**

Approved

**Line Item Comment from KSDE**

Per narrative: "Retention Pay for district staff - \$100,000 (\$50,000 X 2 years)"

Line Item ID: 248-3-0021

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

SALARIES-ELEM TEACHER

**Account Number**

93524

**Function Code**

1000 - Instruction

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

(NEW ITEM) RVH KG Teacher: We have a very large incoming kindergarten class. Due to parent COVID concerns, many of these students have not had any pre-school prep. Our assessments indicate that many of these students are behind past incoming kindergarten classes academically and socially. Our kindergarten population includes a larger than normal at-risk student population, along with students that require small group academic support to meet their needs within the classroom. These students account for fifty percent of our incoming student population and specifically, this the marginalized population that we need to address. To keep our goal class size (18-1 ratio), we are requesting a teaching position for our Kindergarten classes. This is needed for our students to build meaningful relationships with our staff while receiving as much one-on-one or small group instruction as possible. In order for students to master foundational skills, class sizes need to remain small and manageable, especially with this vulnerable age group. Also, in order to meet the increased mental health and behavioral issues due to trauma, home life, etc, class sizes need to remain small. We strongly believe that by adding an additional classroom teacher to reduce class size, this will help us better address the marginalized population of students who need to be targeted.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
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<b>Budgeted Expenditures in SFY 2022</b>	\$0
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<b>Budgeted Expenditures in SFY 2023</b>	\$55,000
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<b>Budgeted Expenditures in SFY 2024</b>	\$0
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<b>Total Expenditures</b>	<u>\$55,000</u>
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**Status**

Approved

**Line Item Comment from KSDE**

6/21 Because this line item is marked for the 20%, please describe how it will address learning loss as it relates to the disproportionate impact of Covid-19 on student subgroups (each major racial and ethnic group, children from low-income families, children with disabilities, English learners, gender, migrant students, students experiencing homelessness, and children and youth in foster care).

Line Item ID: 248-3-0022

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

SALARIES-HS TEACHERS

**Account Number**

93522

**Function Code**

1000 - Instruction

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

11B - Planning and implementing supplemental after-school programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

(NEW ITEM) After School Tutorial: This program will be used to specifically target the marginalize population of At-Risk and Low Achieving students who have been most impacted by the COVID pandemic. Students that work in the program are already behind, or at a high risk of falling behind their academic peers. Through remediation and small group tutoring students will be brought up to grade level.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$7,350
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$7,350</u>

**Status**

Approved

**Line Item Comment from KSDE**

6/21 Because this line item is marked for the 20%, please describe how it will address learning loss as it relates to the disproportionate impact of Covid-19 on student subgroups (each major racial and ethnic group, children from low-income families, children with disabilities, English learners, gender, migrant students, students experiencing homelessness, and children and youth in foster care).

Line Item ID: 248-3-0023



**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**

Professional Development

**Account Number**

96521

**Function Code**

2210 - Improvement of Instruction Services

**Object Code**

320 - Professional-Education Services

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

NEW ITEM: The MARRE Literacy Conference will provide four of our staff members valuable information as we navigate through student data and create action plans to address learning loss. The science of reading, along with instructional strategies to meet the needs of all learners and all levels will be addressed during this conference. The focus will include not only reading, but also language and writing support to close the learning gap. We are constantly reviewing student academic data to determine interventions and adjustments to ensure instruction meets our building needs. After the pandemic, we have observed a learning gap that requires consistent and systematic instruction to ensure student growth across grade levels.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$5,000
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$5,000</u>

**Status**

Approved

**Line Item Comment from KSDE**

New Line Item

Line Item ID: 248-3-0024

**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 Development

**Account Number**

96521

**Function Code**

2210 - Improvement of Instruction 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**

NEW ITEM: Several of our teachers attended a workshop on Applied Educational Neuroscience this past summer. The presenter, Dr. Lori Desautels, was so good, teachers asked if we could bring her to speak with our whole building. She goes into detail on her Framework in Educational Neuroscience, and how knowing about this can impact a child's school day and learning in a positive way.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$3,500
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$3,500</u>

**Status**

Approved

Line Item ID: 248-3-0025

**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**

Salaries-Elem Teacher

**Account Number**

96524

**Function Code**

1000 - Instruction

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

NEW ITEM: RVH 1st Grade Teacher: We currently have a very large kindergarten class. To ensure we are meeting the needs of all students while building solid foundational skills, we would like to request a fifth first grade teacher for the 2023-24 school year to keep our goal class size (18-1 ratio). It is important for our students to build meaningful relationships with our staff while receiving as much one-on-one or small group instruction as possible. Also, in order to meet the increased mental health and behavioral issues due to trauma, home life, etc, class sizes need to remain small.

Additional Information: Adding another teacher at this level and reducing class size will provide additional 1:1 support to Tier 2 and 3 students, special education students, ESOL students, along with opportunities to work in smaller groups daily to meet all of our student needs. This class is very needy and many of them started KG last year without attending daycares/preschool due to parents' decision to keep them home during COVID. This class is larger and more needy than any class we have in our elementary school. We also feel like they were the most impacted by COVID, for different reasons. Last year, we requested and was granted ESSER III dollars to hire an additional kindergarten teacher for this group to reduce class size. That was a one year request only. As we look at our data, we feel it would be a good investment of ESSER dollars to continue to offer an additional teacher again for this class as they enter the 1st grade next year.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$55,000
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$55,000</u>

**Status**

Approved

Line Item ID: 248-3-0026

**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**

Supplies-Instruction-Elem.

**Account Number**

96542

**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**

NEW ITEM: Handwriting Without Tears is a program that supports the handwriting process as well as the overall writing process that is needed within our classroom. During the COVID-19 pandemic, students worked heavily on iPad devices and minimal time was spent on letter formation and proper handwriting techniques since students were remote learning during the final semester of our 2019-2020 school year. Handwriting has been something that we've discussed as a building the past couple years and have tried different strategies with our students. This program provides support for letter formation, motor development, consistent instruction across PreK-5th grade, common terms used with our students, and professional development for our staff in this area. Writing is one of the critical foundations within balanced literacy, along with spelling and grammar. This program will also support the writing process for our students in grades 3rd-5th. Students will utilize writing workbooks, follow a Building Writers curriculum, and continue to meet with their teacher for 1:1 conferencing to ensure they are working toward these goals successfully.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$20,000
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$20,000</u>

**Status**

Approved

Line Item ID: 248-3-0027

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Supplies-Instruction-Elem.

**Account Number**

96542

**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**

NEW ITEM: Benchmark Phonics is a need within our PreK-5th grade building to close the learning gap that we've noticed within the last couple years. This phonics curriculum is based on the Science of Reading research and supports the components of Structured Literacy. Both whole group, as well as differentiation, is supported with this curriculum. This program includes print copies of decodable text, sound wall cards, sound-spelling cards, articulation videos, phonics and letter song videos, teacher manuals and assessments to utilize, student consumable texts that build vocabulary and background knowledge, and a scope and sequence within each level to support a gradual release model in order to grow independent learners. This also includes an intervention component that our Title groups will utilize as they build on those student's classroom learning and offer opportunities for transfer. This curriculum will provide a systematic, explicit approach to phonics instruction as we support our students toward these goals.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$20,000
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$20,000</u>

**Status**

Approved

# ESSER III APPLICATION FOR D0253

Status  
Approved

## KSDE Application Comments

KSDE has not confirmed the ESEA Evidence level for 20% set aside activities. Each district is responsible for documenting the evidence base and verifying that it meets the Evidence Based criteria as defined in ESEA. Please retain a link to the evidence that you are basing this on and which tiers of evidence it meets for future monitoring. Please see this link for more details <https://ies.ed.gov/ncee/wwc/essa>

## Current Directory Information

<b><u>District</u></b>	<b><u>Address</u></b>	<b><u>Mail Address</u></b>
Emporia	1700 West 7th, Emporia, KS 668012424	P.O. Box 1008, Emporia, KS 668011008
<b><u>Superintendent Name</u></b>	<b><u>Superintendent E-mail Address</u></b>	<b><u>Superintendent Phone Number</u></b>
Allison Anderson-Harder	allison.harder@usd253.net	(620) 341-2200

## Authorized Representative of the District Information

<b><u>Name</u></b>	<b><u>Position of Title</u></b>	<b><u>E-mail Address</u></b>	<b><u>Phone Number</u></b>
Allison Anderson-Harder	Superintendent	allison.harder@usd253.net	(620) 341-2201
<b><u>Other District Representative 1 - Name</u></b>		<b><u>Other District Representative 1 - E-mail Address</u></b>	
Rob Scheib		rob.scheib@usd253.net	
<b><u>Other District Representative 2 - Name</u></b>		<b><u>Other District Representative 2 - E-mail Address</u></b>	
Danielle Rollman		danielle.rollman@usd253.net	

## Plan for Safe Return

Please paste a direct link of your school district's safe return plan that is posted on your website.

<http://www.usd253.org/dashboard/>

## Use of Funds for CDC Guidance

How will the funds be used to implement prevention and mitigation strategies that are, to the greatest extent practicable, consistent with the most recent CDC guidance on reopening schools, in order to continuously and safely open and operate schools for in-person learning?

As with most communities, COVID-19 posed many obstacles to allow us to safely stay in school. USD253 however, has been very diligent in providing prevention and mitigation strategies so we can keep our students and staff safe throughout the pandemic. Many of the things we have put into place have been a result of careful planning and use of previous ESSER funding. Our district was able to utilize ESSER I and ESSER II funds to help implement many prevention and mitigation strategies over the course of the last couple of years. Our reopening plan has been kept up to date, and it details many of our efforts. A link to the plan is included in #4 above.

Previously, funds were spent on items such as: purchase of masks so each of our sites had a supply for those who did not have one to wear; extra pay for staff to provide supervision that allowed our students to stay in small cohort groups; additional time and staffing in our nurses offices to handle ill patients and to aid in contact tracing; staffing at main entrances to buildings for screening each morning; staff to assist with vaccination clinics; additional cleaning supplies; physical barriers for placement between individuals in close proximity to one another; pay for supervision in our elementary classrooms during lunch so large groups of students could stay safe and appropriately socially distance; in addition to other strategies utilized in the individual buildings. Previous dollars also provided some digital platforms our teachers used extensively when we were in remote learning. Staff have also received premium pay as part of their efforts as they worked through the challenges and barriers to educating our students.

At this time, we are planning to use ESSER III funds to provide additional pay for our substitute teachers. Subs have been difficult to come by in a normal year. Since the pandemic began many of the substitute teachers who filled our teacher vacancies have chosen not to return for one reason or another. Without the pool of subs we currently have, we would not be able to staff our classrooms, so we plan to raise the rate for our substitute teachers temporarily in an effort to recruit and retain more.

At this time we do not foresee the need to spend additional funds on other prevention or mitigation strategies. If the need arises, we may need to access some of our remaining funding to assist with these efforts.

## 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

Emporia High School administration posed several questions to students to gain some insight into areas they feel would be beneficial to address through ESSER III funds. These questions were related to the culture and quality of education they have received. General feedback from students included:

Ensuring students have adequate time to complete tasks.

Compensating staff for the hard work they are doing. Students recognize staff have gone above and beyond what is expected due to the pandemic.

In spite of the challenges of the pandemic, relationships with teachers are growing and they are stronger than previous years.

Appreciating being in person to learn.

Students were also provided the opportunity to participate in a Stakeholder Survey. A summary of student input:

Students mentioned teachers are creating resources to meet curriculum requirements.

They support providing premium pay for staff to compensate for the added challenges of the pandemic.

Students want to be in school in person. Remote learning was difficult for many.

### Families

In an attempt to seek input from as many stakeholders as possible, the district developed a Stakeholder Survey. All stakeholder groups, including families, were invited to participate in a Stakeholder Survey. The Stakeholder Survey outlined each topic the district is initially considering in response to the current needs as a result of the pandemic.

A description of each topic the district is considering for ESSER III expenditures was included.

Each topic allowed participants to indicate their level of support, ask questions related to the topic, and share any other information they would like us to take into consideration for the topic.

The final section of the survey was open-ended and asked participants to share any other thoughts or ideas they wanted the district to consider as the plan for ESSER III funds are developed.

Families received a link to the survey information and were encouraged to participate in the Live Stream on February 10. Overall families were supportive of most of the proposed items.

**Math and Literacy Resources:** It is very important to our families that teachers have input into identifying the resources. They also shared the importance of ensuring the resource supports all levels of understanding to support students in tier 1, tier 2, tier 3, special education and students of a second language. It is also important to families that resources align to the state standards. Many families emphasized the resources should also be engaging, provide enrichment support, differentiated support, intervention, and apply to real-world situations. Several questions were asked regarding how teachers would be held accountable for using the resources as well as what autonomy they may have. These questions were addressed during the Live Streaming event. The district is outlining clear parameters for utilizing the evidence-based resources as well as the process for identifying supplemental materials if needed. Another important element is for the resource to include textbooks which students and families can access.

**Language Essentials for Teachers of Reading and Spelling (LETRS) Training for all preschool through elementary staff and any special education staff, reading specialists regardless of level and administrators:** There were several questions regarding what LETRS training was, so time was spent during the Live Stream event defining the training. Family feedback toward LETRS training was mostly in the form of questions to clarify how LETRS will be beneficial to teachers and students. They support the use of ESSER III dollars to fund a stipend to compensate teachers for their time and were appreciative of the opportunity to include upper level elementary teachers as well as secondary staff who may be supporting students with reading difficulties.

**After School Program; Extended Learning Option; and/or Summer Programs:** Families expressed support in having after school programs at each site so that transportation would not be an issue. Families were in support of an after school program in which academics were a component. However, they also expressed a desire to maintain a balance between the learning/tutoring components as well as building social and recreational skills. For all three options, families expressed concern related to making sure students had time to be kids without the pressure of academics. Families seemed receptive to summer programs that do not look like a typical summer school experience. They also expressed a desire that the district create a program that does not limit participation.

**Premium Pay for staff and Substitute Stipend:** In regards to premium pay for staff, the majority support the district utilizing ESSER III funds for premium pay as long as all staff are recipients. Families did express some desire that stipends be reserved for highly qualified substitutes but were concerned the stipend would not necessarily bring in the quality of substitutes the district needs. They also expressed a desire that rather than premium pay for staff, we should utilize the funds to retain academic interventionists to provide additional support for students who are not performing at grade level.

**Digital Platforms:** The area that received the least support from families was related to digital platforms. To support remote and hybrid instruction, USD #253 utilized ESSER I and ESSER II funds to purchase district licenses for several digital platforms which included Pear Deck, Raz-Plus, Annotate.net, and Padlet. Due to the limitations on remote access, families had questions regarding whether it was necessary to utilize the funds in this manner. They also expressed a concern with students being on technology platforms throughout the day. Analyzing the use of those tools as well as seeking teacher input was expressed by families as the district considers whether this should be an option or not for ESSER III expenditures.

Other input from families emphasized the importance of including teachers in the planning for ESSER III expenditures. The families also requested the district share the plans for the expenditures as there is uncertainty from their viewpoint in terms of how ESSER I and ESSER II were spent.



## School and District Administrators including Special Education Administration

Our initial plan for use of ESSER III was presented to our PK-5 administrator group on Thursday, February 3, 2022 and secondary administrator group on Thursday, February 10, 2022. The Executive Director of the Flint Hills Special Education Cooperative was in attendance at both of these meetings as well. We detailed what we had spent previous ESSER dollars on, and used this flier to provide information about the things we would include in our initial application for ESSER III - LINK TO FLIER: <https://docs.google.com/document/d/1liCSwyWbseJ9hEdGURm6QQyLrDgwdy8S7fiLxDuz8-Q/edit>Flier .

We also outlined parameters of our application, the groups of people we were responsible for meeting with, and we encouraged them to share this information and bring other ideas forward for our next application, if any came about. Principals were accepting of the plan and had no suggestions for additions or changes at this time. We asked them to keep thinking about it, having conversations, and encouraging all of their stakeholders to fill the survey out.

ESSER III information was shared with three Board of Education members at a board agenda review meeting on Friday, February 4, 2022. Members were very supportive of the plan ideas.

## Teachers, Principals, School leaders, other Educators, School Staff and their Unions

District administration conducted Listening Tours throughout December and January. The topics of math and reading resources as well as staffing were discussed. These conversations, and the Stakeholder Survey, were used to gather data from school building staff which included classified staff, certified staff, teachers, administrators and union members. District administration meets regularly with teacher union leadership, and the resource adoption process and staffing have been regular topics. The primary respondents to the Stakeholder Survey were district staff.

Math Resources:

Commonalities in responses:

Staff input in the adoption process: There were questions related to how materials would be chosen and what the district parameters would be for using the adopted resources. It is important that teachers be included in the selection of resources.

Based on these questions, the district Teaching and Learning team shared a message to all staff on February 7, 2022, which outlined the curriculum adoption process which is primarily driven by staff input. This process was shared with staff earlier in the year as well.

District expectations: There were many questions regarding what the district expectations would be related to resource implementation. It is vital staff understand why consistency and evidence-based practices are needed in order for the district to best support the needs of students. This feedback will guide future professional development topics. The February Teaching and Learning message also shared how the development of parameters will be created which is also being done with input from staff.

Math skills included in the resource: Staff input included making sure the resource incorporates basic skills as well as application opportunities.

Materials: Staff and parents indicated the materials should include both print and online components so students can refer back to materials when needed. Staff also shared manipulatives and hands-on experiences are important.

Differentiated materials: Staff would like a resource that includes support for students who are struggling as well as materials for enrichment if at all possible. Ideally, the materials would include intervention resources.

Supplemental materials: Rarely does one resource meet the needs of all students or align with all curriculum standards. Staff input indicated clarity would need to be provided regarding the process for supplementing materials when needed. This will become part of the district parameters.

Professional development: Staff overwhelmingly stated that the initial professional development should come from the publishers rather than a teacher-train-teacher model. The school district does plan for the initial training to come from the publisher.

English Language Arts Resources:

When reviewing the English Language Arts input, many of the questions and concerns were the same as the math curriculum. These included input in the adoption process, district expectations, differentiated materials, supplemental materials and professional development.

Other questions and comments:

Components of Literacy Instruction: Staff inquired whether the resource would include phonics, phonemic awareness, fluency, comprehension and vocabulary instruction as well as resources to support writing. The goal of the district would be

to provide staff with a resource that addresses each of these areas.

Assessments: Staff expressed a need for common assessments, both formative and summative assessments. Many are creating their own which has led to inconsistency across the district.

#### LETRS:

The district shared information regarding LETRS training with all elementary teachers (kindergarten through fifth grade) and secondary intensive reading and special education teachers in December. Over 40 staff members which also included instructional coaches and administrators expressed interest and commitment to participating in LETRS training. We will be providing information to preschool staff as well. Staff input through the stakeholder survey related to clarity of expectations for those teachers who participate in the training. Teaching and Learning staff will share again in an upcoming message to staff. Staff also wondered if this would be an ongoing training for staff who are not able to participate right now and for staff new to the district. This is something the district could consider for additional ESSER III funds.

#### After School Program/Extended Learning Opportunities/Summer Program:

Staff and parent input was similar in these areas. Staff expressed support in having after school programs at each site so that transportation would not be an issue. Staff were in support of an after school program in which academics were a component. However, they also expressed a desire to maintain a balance between the learning/tutoring components as well as building social and recreational skills, making sure students had time to be kids without the pressure of academics. Staff seemed receptive to summer programs that do not look like a typical summer school experience, with an interest in creating a program that does not limit participation. Related to the extended learning option, staff did express some concern that students are tired at the end of the day, so while the option is timely for an intervention, it may not be productive for some students. Classified staff mentioned they would like the opportunity to assist when possible if the extra support could be provided by someone other than a certified teacher.

#### Premium Pay:

ESSER I and ESSER II included premium pay for all staff members. The overall majority of input from staff for ESSER III emphasized premium pay would be supported as long as it included classified and certified staff. Some input did indicate the district should connect extra responsibilities to the premium pay rather than providing it to all staff. There does need to be clarity provided in terms of how often premium pay would be provided. This question came up in several responses. Another option that was shared was to use the ESSER III dollars to fund academic interventionists.

#### Substitute Stipend:

While staff overall supports the idea of the substitute stipend due to the difficulty the district has had with finding substitutes for our classrooms, they also shared concerns that there may be other issues to evaluate in order to better support substitutes. Those issues include the increase of inappropriate behaviors of students, lack of clarity in substitute plans, and difficulty substitutes have with the technology. Another theme was to provide the stipend to substitutes who meet certain qualifications. Staff is concerned about the quality of substitutes based on the new guidance for receiving a substitute license, but they do understand the need.

#### Digital Platforms:

Staff expressed clarity on which digital platforms were being considered and the process that would be used for teachers to provide input. During the Live Stream, it was shared that a technology survey would be conducted this spring to gain input from staff. The Teaching and Learning Department would also review usage reports to determine if the usage justified committing ESSER III funds to digital platforms. Staff did indicate support as a way to enhance remote instruction when needed or used. Like parents, staff also expressed maintaining a balance between using technology and not.

The plan was also presented to the District Professional Development Council (PDC) on February 3, 2022. There was some discussion about plan time pay if teachers were involved in extended learning opportunities. No other questions or concerns were presented. The group was supportive of what we had spent previous funds on and with ESSER III proposals.

Other input from teachers focused on financially compensating certified and classified staff

We made many attempts to locate and contact members of this group. District staff called our local Chamber of Commerce for information about individuals or groups we could reach out to. They also contacted Emporia State University to see if they had any tribal connections. The Teaching and Learning Department also reached out to the office of Kansas Native American Affairs to seek out additional input or contact information.

The Stakeholder Survey did have participants indicating they were Native American. The following input was provided by this group:

**Math and Literacy Resources:** The Native American population wanted to be assured that these resources would be available to all grade levels. USD 253 is approaching this task for all levels, preschool through secondary. They felt there has long been a focus on reading but little emphasis on mathematics so are appreciative that the district is now focusing on math as well.

**LETRS Training for all preschool through elementary staff and any special education staff, reading specialists regardless of level and administrators:** Concern was expressed that this initiative is a result of the state dyslexia legislation and felt that LETRS training should have been provided at an earlier time. This group recommended having one or two experts in each building.

**After School Program; Extended Learning Option; and/or Summer Programs:** Input from our Native American representation indicated support for these activities but would like them available to all students, not just those who are struggling. They expressed the importance of ensuring staff has successfully been vetted through a background check.

**Premium Pay for staff and Substitute Stipend:** In regards to premium pay for staff, the focus was on making sure classified staff receive the premium pay. From their perspective, classified staff has been overlooked.

**Digital Platforms:** This received the least amount of support from this group.

Other input from the Native American population who participated in the survey referenced items not related to ESSER III funding.

## **Civil Rights Organization including Disability Rights Organizations**

District staff made multiple phone calls between January 26, 2022 and February 1, 2022 to the Disability Rights Center and Kansas Human Rights in an effort to gain input. With those phone calls, either a message was left or district staff received another contact to reach out to where a message had to be left.

We also made many attempts to contact individuals or members from underrepresented groups, including the groups listed in the ESSER III application. District staff obtained the names of members of local groups who assist families in our area, particularly groups who may be underrepresented or underserved. The following is a list of a few individuals and/or groups we reached out to:

Hispanics of Today and Tomorrow (HOTT) - Veronica Sotelo - President  
Food for Students - Heather Wagner  
Healthier Lyon County - Daphne Mertens  
Communities in Schools of Mid-America - Victoria Partridge  
Big Brothers/ Big Sisters - Erica Turner  
Las Casitas Association - Victor Rodriguez  
SOS - Carrie Wedel and Connie Cahoone  
Disability Rights Center of Kansas - Lane Williams - Legal Director  
Disability Rights Center of Kansas  
Kansas Human Rights Commission  
ACLU-Kansas  
Kansas Action for Children  
Other groups: ECKAN, Disabled American Veterans, Kansas Human Rights  
ESSER III Flier

Input from these groups included:

Math and Literacy Resources: The input included a focus on ensuring staff received appropriate training. They were also interested in the level of expectations for teachers. This group wanted to ensure that while basic skills were addressed, real-world application would also be included.

LETRS Training for all preschool through elementary staff and any special education staff, reading specialists regardless of level and administrators: The stakeholders representing the minority group expressed an interest that teachers beyond the preschool through second grade be offered the opportunity since many students are struggling with reading beyond fourth grade. USD 253 would offer the opportunity to all elementary staff regardless of level, as well as secondary staff who provide special education services or intensive reading instruction.

After School Program; Extended Learning Option; and/or Summer Programs: This group appreciated the opportunity to offer additional academic support beyond the school day. Questions related to how the programs would be staffed as well as the structure. Since the survey was provided to gather initial input, the details have not been developed. USD 253 would need to provide information to the community related to these structures if the district decides to use ESSER III funds for these initiatives. This group also indicated there is a need to provide these opportunities for students at all levels, not just students who are struggling academically.

Premium Pay for staff and Substitute Stipend: Similar to all other groups, the focus was making sure classified staff will be considered for the premium pay.

Digital Platforms: The stakeholders representing our minority population referred to reviewing usage data to determine if there is a need to continue with these platforms. They expressed concern with students spending too much time on technology.

Other input from the survey for the group representing the minority population was focused on finding ways to retain staff.

**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**

On Friday, February 4, 2022, Mr. Jared Giffin Interim Associate Executive Director of Teaching and Learning and District Migrant Director along with Patricia Saenz-Reyes, District Migrant Liaison, met with Alejandro Cabero - Kansas Title I, Part C Program Identification and Recruitment Coordinator for the Eastern Kansas State ID&R Office and Griselda Sterly, Recruiter for the Eastern Kansas State ID&R Office. The primary purpose of the meeting was to discuss identification and recruitment of Migrant families, however we mentioned our ESSER III plan to them and asked if they had heard what other districts might be considering with their plans. They did not have any specific ideas for things we should consider at that time. They asked us to fill out a survey on our Migrant program and are asking the same of other districts. Perhaps there will be some ideas from other districts we can use in future applications. Because of decreasing funds in our allocation, it may be necessary to use ESSER funds to support our Migrant students with summer programming opportunities. We plan to continue to discuss ways we could potentially support our Migrant program in future ESSER III conversations and applications.

ESSER III information was presented on Friday, February 11, 2022 to the USD253 Multi-Disciplinary Team. This group is composed of many community agencies who come together to collaborate about individual case referrals for troubled students in our schools who are experiencing difficulties. Groups represented include private therapists, our community mental health center Crosswinds, the Lyon County Attorney's Office, Lyon County Community Corrections, the Department of Children and Families, Flint Hills Special Education Cooperative, and USD253. This group works with many members of our community, particularly students who may have disabilities affecting their ability to function, who may be in underserved or underrepresented groups, students in foster care, or students who are incarcerated. The flier mentioned above was used to provide information to this group. No specific concerns were raised regarding the ideas we were proposing.

Participants in the stakeholder survey also represented children with disabilities, children in foster care, and children where English is not their native language. Their input included:

Math and Literacy Resources: Questions were asked regarding the level of autonomy teachers would have. They were concerned with allowing them the ability to differentiate for students. There was some concern with pushing students too hard to make up for lost time. This group also emphasized the importance of resources aligning to state standards.

LETRS Training for all preschool through elementary staff and any special education staff, reading specialists regardless of level and administrators: This stakeholder group also expressed an interest that teachers beyond the preschool through second grade be offered the opportunity since many students are struggling with reading beyond fourth grade. USD 253 would offer the opportunity to all elementary staff regardless of level, as well as secondary staff who provide special education services or intensive reading instruction. They were concerned with asking staff to participate in training outside of their contractual hours.

After School Program; Extended Learning Option; and/or Summer Programs: For this stakeholder group, they indicated a need to make sure these opportunities are open to all students. There were also questions regarding who would lead these programs. Those questions were answered during the Live Stream session.

Premium Pay for staff and Substitute Stipend: Similar to all other groups, the focus was making sure classified staff will be considered for the premium pay. This group did share support for using ESSER III funding to support retention of staff, if needed, in order to better provide academic intervention support.

Digital Platforms: The stakeholders representing this stakeholder group also referred to reviewing usage data to determine if there is a need to continue with these platforms. They feel this decision should be made with the input of teaching staff. They expressed concern with students spending too much time on technology.

Other input from the survey for the group included ensuring teachers have the resources and skills to support students as they work toward closing the learning gap as well as adequate compensation for staff.

**Provide the public the opportunity to provide input and take such input into account**

#### Gathering Input:

District administration developed a survey to be distributed to as many stakeholders as possible. We provided information about the items we were including in our plan. We asked for their input in the form of rating their level of support for each item using a basic scale. We also offered an opportunity for them to provide additional suggestions or to ask questions. The following was the information included in the message that was sent out on 2-2-22 along with a link to the survey.

Thank you for your continued support of our schools! We are excited to share with you an opportunity to provide some input and feedback on how we identify, prioritize, and invest in our school district through the use of ESSER III funding. The purpose of ESSER III funding is to address the impact of the COVID-19 pandemic on students by mitigating the learning losses, supporting social-emotional needs, and ensuring safe in-person learning for students. We will submit an application for our ESSER III funds to the Kansas State Department of Education which includes input and engagement from a variety of stakeholders on how best to prioritize use of these funds. Your input will impact how ESSER III funds are spent across the school district. Please take a few minutes to provide your feedback by completing [LINK TO SURVEY](https://docs.google.com/forms/d/e/1FAIpQLSey7x5IYvBYE-74VT2EgdaeO2A887QQGrcBtsTPNSdQwgM29A/viewform):

<https://docs.google.com/forms/d/e/1FAIpQLSey7x5IYvBYE-74VT2EgdaeO2A887QQGrcBtsTPNSdQwgM29A/viewform>  
Please complete by 8:00am, Tuesday, February 8, 2022. Additionally, make plans to join us on Thursday, February 10th at 4:00 PMP for a live-stream Q&A session where we will discuss questions from the survey. Thank you in advance for your input, participation, and engagement in this process.

Listening Tours with district administrators took place from December to January. These Listening Tours were held at each school building site.

Multiple meetings between district administration and stakeholder groups including Emporia State University leadership, Migrant, the community Multidisciplinary team, meetings with Board members and meetings with administration were held to share information and gather input.

Analyzing the Input: 442 people responded to the survey, which was available for completion for one calendar week. The information they provided in both the ratings sections and the final question were then reviewed by our District Support Team. We sorted the data looking for common themes or questions.

Responding to Questions: The common themes and questions from the survey became the basis of a Live Stream presentation on Thursday, February 10, 2022. Not only did we address questions posed on the survey, we allowed for viewers to interact by posing questions through the 'chat' feature. The Live Stream format was used due to the continued high number of positive COVID cases in our community. We did not feel that gathering a large group of people in one space was safe. Included here is a link to the presentation: [LINK TO LIVE STREAM - https://boxcast.tv/channel/emporia-public-schools---qa-session-926493](https://boxcast.tv/channel/emporia-public-schools---qa-session-926493) District administration will also be posting answers to the common themes to our district website.

Additional activities for seeking input: Our local newspaper, The Emporia Gazette, interviewed our Interim Executive Director of Teaching and Learning, Mrs. Judy Stanley on Thursday, February 3, 2022 about the ESSER III proposal. An article was published in the paper for members of our community and the surrounding area to learn more. We appreciate this opportunity to provide transparency into our plan and to solicit input and stakeholders.

Numerous attempts were made to connect with members of all of the specific groups listed. We had great difficulty with being able to make direct contact with some groups, specifically tribes and civil rights organizations. The Director of Special Education was largely involved in the development of the plan and has included the Flint Hills Special Education Leadership Team in discussions. Staff went above and beyond to try to locate members of each group to meet with and invite to our meetings. All of the representative groups were included on the survey. District leadership looked specifically at responses from individuals who may have indicated a connection with these groups.

Based on the feedback gathered, stakeholders' overall support was positive for using ESSER III funds for the majority of the activities the district is considering. The area receiving the least support was digital platforms. It is important to the groups to take teacher use and input into consideration, however, digital platforms are not a priority. The overwhelming majority support using ESSER III funds to support staff needs and provide what is necessary to improve 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.**

USD253 students have experienced some learning loss as a result of the COVID-19 pandemic. On the 2021 Kansas Math Assessment, 45% of all students scored in Level 1 compared to 33% on the 2019 Kansas Math Assessment. A student at Level 1 shows a limited ability to understand and use the mathematics, English language arts, or science skills and knowledge needed for college and career readiness. These trends were consistent in all subgroups where Hispanic students in level 1 dropped from 40% to 54%, students in poverty dropped from 40% to 52%, English Language Learners dropped from 55% to 72%, and students with disabilities dropped from 60% to 70% from 2019 to 2021. Another key piece of data that described our learning loss is the number of 9-12 students who feel behind on credits. 192 students did not earn enough credits during the 2020-21 school year to move to the next grade level, of those students 58% were in 9th grade. On the 2021 Kansas English Language Arts assessment, 33% of all students, 40% of Hispanic students, 41% of students in poverty, 60% of English Language Learners, and 63% of students with disabilities scored at Level 1.

Math and reading data from state assessments show an increase of students in the bottom two categories. FastBridge assessments also indicate the overall majority of our students at some risk or high risk. Our students receiving special education services or English as a Second Language services consistently perform lower than our general education population.

**How the LEA will use the funds it reserves under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year? (Provide specific references to evidence-based interventions that meet one of the four tiers of evidence, as defined in Sec. 8101(21) of ESEA)**

Math and English Language Arts core and intervention resources: Student data in math and reading indicate a steady decline in performance across all assessments since the pandemic began. Emporia is a diverse community with a large Hispanic and ELL population. We also have a large population of low SES students in our district. Our current resources are not meeting the needs of any of our at-risk populations, nor our all student group, which tells us our core resources and curriculum are not working. The current resources for math no longer align with evidence-based practices and will not meet the needs of students and staff as we work toward learning recovery. The district is reviewing core math resources this year and would like to utilize ESSER III funds to purchase new core math resources to address the learning loss. Our math data shows that this is our greatest area of need.

The English Language Arts curriculum addresses the areas of reading, writing, speaking and listening. Student data in reading indicates a steady decline in performance across all assessments since the pandemic began. The current resources for reading no longer align with evidence-based practices and will not meet the needs of students and staff as we work toward learning recovery. The district is planning to review core ELA resources in the 2022-2023 school year and would like to utilize ESSER III funds to purchase new core reading resources.

Consistent evidence-based resources are critical to student success as they move through our school system and that begins with a solid core curriculum and resources to use at the Tier 1 level. As we review materials, one of the components our stakeholders have identified as a need is in the area of intervention and remedial resources. As we review math resources these are some key elements we will look for to help meet the needs of our subgroups of students who are most underserved and who are in need of intervention at the Tier 2 and Tier 3 levels.

For both math and reading resources, the district will utilize EdReports (<https://www.edreports.org/>) to identify initial resources for review. All resources must receive the highest rating for each area evaluated in EdReports and for each grade level to ensure only high quality and evidence-based materials are our focus. Particular care will be taken to ensure resources align with the science of reading (<https://journal.imse.com/what-is-the-science-of-reading/#:~:text=The%20Science%20of%20Reading%20is,psychology%2C%20neurology%2C%20and%20more>). Academic Interventionists: Declining enrollment over the last few years has led to the district needing to reduce the number of staff at each building. With the large number of students showing learning loss, the district recognizes additional staff is needed to support intensive interventions. Stakeholders shared concern with decreasing the amount of instructional

strategists throughout the district to adjust for the decline in enrollment when there is an increase of need. USD 253 would like to utilize ESSER III funds to place an academic interventionist at each building to assist with the academic learning loss. USD 253 must have an adequate number of staff in order to provide the highest level of multi-tiered systems of support (MTSS) (<https://www.ksdetasn.org/mtss>). ESSER III funds would allow for us to meet this need.

LETRS Training: LETRS compliments and supports the implementation of programs aligned with scientifically-based reading research. Modules focus on phonology, phoneme awareness, phonics, the writing system (orthography), vocabulary, fluency, and comprehension. The LETRS process supports the science of reading and aligns with the state dyslexia initiative. LETRS is the professional learning program rooted in the science of reading that empowers teachers. Teachers gain essential skills to master the fundamentals of literacy instruction required to apply and transform student learning.

[https://www.voyagersopris.com/docs/default-source/professional-development/letrs/letrs\\_research\\_summary\\_8-31-18.pdf](https://www.voyagersopris.com/docs/default-source/professional-development/letrs/letrs_research_summary_8-31-18.pdf)

KSDE has earmarked a portion of state ESSER funds to provide this training free of charge to preschool through second grade general education and special education teachers. USD 253 hopes to supplement those funds with district ESSER funds to train and empower a larger number of teachers to positively impact student learning and address learning loss. This would include any special education teacher at the elementary, middle school, and high school levels, instructional coaches, school psychologists, and administrators. LETRS training requires one-year time commitment from preschool teachers and a two-year-time commitment for elementary through secondary participants. All training will be outside of the staff member's contracted time. USD #253 would use ESSER III funding to pay for registration for staff not covered by the KSDE portion as well as a stipend to staff to compensate them for their time.

Extended Learning/After School Program/Summer Program: USD 253 would like to use ESSER III funds to offer three opportunities to students that happen outside of the school day:

Extended Learning: Elementary through secondary students who are showing a need would be provided opportunities for tutoring either before or after school. Providing students with extended learning time can provide opportunities for students to receive academic assistance before they fall too far behind. One way to provide extended learning time is through high-quality tutoring outside the school day. This time would also provide high school students the opportunity to participate in credit recovery for classes they may have not passed in a previous trimester.

<http://www.timeandlearning.org/sites/default/files/resources/caseformorelearningtime.pdf>

After School Program: After school programs that focus on the improvement of academics, and multicomponent programs, which offer a range of activities, have the largest number of effective options, similar to those in the 21st Century Community Learning Centers program. Emporia Public Schools have experienced learning loss reflected in state and local assessments and is building a relationship with the branded program Boys and Girls Clubs. We would like to offer multicomponent after school services in Emporia under the ESSER III program. Evidence to support quality after school programs can be found here: [https://www.afterschoolalliance.org/AfterschoolSnack/Evidence-of-effectiveness-Afterschool-programs-meeting-ESSA-s\\_03-15-2019.cfm](https://www.afterschoolalliance.org/AfterschoolSnack/Evidence-of-effectiveness-Afterschool-programs-meeting-ESSA-s_03-15-2019.cfm) As a summary of the research, effective afterschool programs include a mix of domains, including mathematics achievement, reading/ELA achievement, science achievement, physical activity/health, and social emotional competencies. Researchers found few instances of statistically significant negative outcomes for students, and found effective programs at all grade levels and program type.

Summer Program: USD 253 would like to use ESSER III funds to create summer program opportunities that encourage academic involvement throughout to reduce lost academic learning time. These would not be typical summer school programs but would focus on encouraging reading, application of math, project-based learning, and other opportunities to engage students in learning. Another strategy might be targeting instruction and strategies to the areas of highest need. ESSER III funds could also be used to support our migrant summer program. It is important for students to remain engaged in learning activities throughout the summer break. Summertime can widen the achievement gap between low-income and more-affluent families. Summer programs that are targeted to the needs, intentionally designed, and well attended, typically produce positive outcomes. <https://files.eric.ed.gov/fulltext/EJ1173313.pdf>

**How the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act?**



Premium Pay: The COVID-19 pandemic has caused our teachers and support staff to take on additional responsibilities, endure some unforeseen financial expenses, and experience elevated safety concerns. USD 253 utilized ESSER I and ESSER II funds to provide premium pay to all staff to compensate for the additional burden of responsibilities COVID-19 has placed on staff. Premium pay has been an allowable use of federal funds provided to Emporia Public Schools during the pandemic. Emporia Public Schools would again like to offer our staff premium pay with hopes of reducing the burden caused by the pandemic through ESSER III funds.

Substitute Stipend: During the COVID-19 pandemic, Emporia Public Schools have experienced higher than normal staff absenteeism rates and reduced availability of substitute teachers. These factors have caused our schools to combine classrooms and required current teachers to cover other classes during their plan time. A strategy that is allowable under federal guidelines is incentive compensation. Emporia Public Schools would like to provide our substitute teachers with a stipend in hopes of attracting more substitute teachers to the pool.

Digital Platforms: During the pandemic, the district used ESSER funds to purchase technology platforms to make remote teaching and learning more engaging and effective. These subscriptions expire either later this year or next school year. It may be necessary to renew these district licenses. A survey will be conducted on usage of these programs to determine whether the district will continue to fund them with ESSER dollars.

**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 253 will utilize observation data, state assessment data, FastBridge data, and social emotional measures such as SAEBRS and care calls to monitor the implementation of the interventions. USD 253 will ensure equitable access to all academic, social, emotional, and mental health interventions for all students and subgroups by creating explicit parameters for their use. District leadership will maintain regular data discussions with building leadership to monitor progress and areas for growth for all students, with particular focus on subgroups.

## Allocations

	Direct Allocation	True Up Allocation	Total Allocation		20% Minimum
ESSER III Allocations	\$6,197,500	\$0	\$6,197,500	ESSER III Allocations	\$1,239,500
Approved Total	\$3,905,190	\$0	\$3,905,190	Approved Total	\$2,647,240
Amount Left	\$2,292,310	\$0	\$2,292,310	Amount Still Needed	\$0
In Review Total	\$180,250	\$0	\$180,250	In Review Total	\$0
Amount Left	\$2,112,060	\$0	\$2,112,060	Amount Still Needed	\$0

## Line Items

ID	Allocation Type	Learning Loss	Function Code	Object Code	Allowable Use	Total Expenditures	Status
253-3-0019	Direct	False	2200	110	12	\$8,500	Task Force Review
253-3-0020	Direct	False	2200	110	12	\$9,400	Task Force Review
253-3-0021	Direct	False	2000	220	12	\$2,500	Task Force Review
253-3-0022	Direct	False	2200	300	12	\$159,850	Task Force Review
253-3-0001	Direct	False	1000	151	16	\$450,000	Approved
253-3-0003	Direct	False	1000	152	16	\$500,000	Approved
253-3-0004	Direct	False	1000	220	16	\$75,000	Approved
253-3-0005	Direct	True	1000	640	12	\$982,240	Approved
253-3-0006	Direct	False	1000	580	12	\$7,150	Approved
253-3-0007	Direct	False	1000	110	16	\$121,500	Approved
253-3-0008	Direct	False	1000	220	16	\$9,300	Approved
253-3-0009	Direct	True	1000	110	12	\$40,000	Approved
253-3-0010	Direct	True	1000	120	12	\$20,000	Approved
253-3-0011	Direct	True	1000	220	12	\$5,000	Approved
253-3-0013	Direct	True	2100	300	11B	\$500,000	Approved
253-3-0014	Direct	True	2100	600	11B	\$100,000	Approved
253-3-0015	Direct	False	1000	115	16	\$88,500	Approved
253-3-0016	Direct	False	1000	220	16	\$6,500	Approved
253-3-0017	Direct	True	2200	110	16	\$925,000	Approved
253-3-0018	Direct	True	2200	220	16	\$75,000	Approved

## Line Item Details

Line Item ID: 253-3-0019

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Certified Salary-Math Lead Teacher Implementation

**Account Number**

075 E 2200 01 0000 000 00 110

**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**

In order to begin the year strong as we implemented the new math resource which was approved through ESSER III to support the learning loss USD #253 saw due to the COVID pandemic, our preschool and lead elementary teachers along with the secondary math teachers were provided time during the summer to receive some professional development.? They then worked through the new resource to develop a plan for implementation and adjust curriculum guides for the rest of the teachers providing math instruction.??

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$8,500
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$8,500</u>

**Status**

Task Force Review

Line Item ID: 253-3-0020

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**Certified Salary-ELA Lead Teacher  
Implementation p**Account Number**

075 E 2200 01 0000 000 00 110

**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**

In order to begin the year strong as we implement the new ELA resource which was approved through ESSER III?to support the learning loss USD #253 saw due to the COVID pandemic, our preschool and lead elementary teachers along with the secondary ELA teachers will be provided time during the summer to receive some professional development.? They will then work through the new resource to develop a plan for implementation and adjust curriculum guides for the rest of the teachers providing ELA instruction.??

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$9,400
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$9,400</u>

**Status**

Task Force Review

Line Item ID: 253-3-0021

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Social Security for Implementation Pay

**Account Number**

075 E 2200 01 0000 000 00 220

**Function Code**

2000 - Support 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**

Required Benefits of pay for both Lead Teacher implementation Pay.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$2,500
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$2,500</u>

**Status**

Task Force Review

Line Item ID: 253-3-0022

**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**

Capturing Kids' Hearts

**Account Number**

075 E 2200 00 0000 000 00 330

**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**

Capturing Kids' Hearts is a program which supports the social emotional needs of students and builds relationship skills, confidence and independence. We have seen a significant decline in students' abilities to cope, persevere, and attend to task as well as a general feeling of apathy since COVID. Some buildings were trained in Capturing Kids' Hearts 8 to 10 years ago. During the 2020-2021 and 2021-2022 school years, structures of Capturing Kids' Hearts were lost. With the high rate of turnover and the significant social emotional needs of students, USD 253 recognizes a need to bring back Capturing Kids' Hearts to our entire district. This addition to the ESSER III plan would allow us to train all staff, preK through 12th, to better equip staff to address the learning loss in the area of social emotional for our students due to the COVID pandemic.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$159,850
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$159,850</u>

**Status**

Task Force Review

Line Item ID: 253-3-0001

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Certified Premium Pay

**Account Number**

075 E 1000 01 0000 000 00 151

**Function Code**

1000 - Instruction

**Object Code**

151 - Additional compensation paid to teachers

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Additional pay negotiated through the bargaining group for licensed personnel and made available to all staff through action taken by the board of education.

The pay will be between \$100 to \$500. It depends on if they are full time or part time and if they were actively employed for the entire semester or a portion of the semester.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$225,000
<b>Budgeted Expenditures in SFY 2024</b>	\$225,000
<b>Total Expenditures</b>	<u>\$450,000</u>

**Status**

Approved

**Line Item Comment from KSDE**

Could you provide the cost per teacher?

Line Item ID: 253-3-0003

**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**

Classified Premium Pay

**Account Number**

075 E 1000 01 0000 000 00 152

**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**

Additional pay negotiated through the bargaining group for licensed personnel and made available to all staff through action taken by the board of education.

The pay will be between \$100 and \$500 per classified employee. It will depend on if they are full time or part time and if they are employed for the entire semester or a portion of the semester.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$250,000
<b>Budgeted Expenditures in SFY 2024</b>	\$250,000
<b>Total Expenditures</b>	\$500,000

**Status**

Approved

**Line Item Comment from KSDE**

Could you provide the cost per instructional aides/assistants?

Line Item ID: 253-3-0004

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Social Security

**Account Number**

075 E 1000 01 0000 000 00 220

**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**

Required benefits for stipends above

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$37,500
<b>Budgeted Expenditures in SFY 2024</b>	\$37,500
<b>Total Expenditures</b>	\$75,000

**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**

Math & Literacy Resources

**Account Number**

075 E 1000 00 0000 000 00 640

**Function Code**

1000 - Instruction

**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**

Student data in math and reading indicate a steady decline in performance across all assessments since the pandemic began. Purchasing updated resources that meet the needs of our students and staff to work towards learning recovery.

The Emporia school district is currently in the resource review process for math with the goal of implementing a new resource beginning with the 2022-2023 school year. The district will be conducting a literacy resource review during the 2022-2023 school year with the goal of implementation beginning the 2023-2024 school year. Teaching staff has and will be key contributors to the resource review and adoption process.

We have reached out to publishers to get itemized cost estimates. Since a specific resource has not yet been identified for either math or reading, the cost could change depending upon the final selection. The following quotes are from math resources that have made it to the final review process and literacy resources which have high ratings according to Ed Reports. All resources being considered have received the highest ratings in Ed Reports for all grade levels that are considering it.

The Emporia School District recognizes a need for high quality, evidence-based resources in our classrooms. Prior to the pandemic, teachers were supplementing the current core resources with self-developed lessons or lessons found on the internet to address areas of need. This lack of consistency across the district was beginning to demonstrate a lack of alignment prior to the pandemic. Our most recent state assessment scores from 2021 indicate a significant learning loss across the board but particularly with our students in special education and our English language learners. Math saw the largest decline. A consistent, evidence-based resource is needed for both math and literacy to provide strong tier one instruction. Resources which include differentiation to address the various needs of students is a priority.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$428,096
<b>Budgeted Expenditures in SFY 2023</b>	\$554,144
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$982,240</u>

**Status**

Approved

**Line Item Comment from KSDE**

Could you provide a cost breakdown of the items to determine this amount? ESSER funds may only be used to pay for the leases through 2024. You may pay for the pro-rated portion of the lease through 2024 with ESSER funds.



**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

LETRS Training

**Account Number**

075 E 1000 00 0000 760 00 580

**Function Code**

1000 - Instruction

**Object Code**

580 - Staff Travel

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Registration for participants not covered by KSDE (\$650 each):

Secondary Special Education (4)

School Psychologists (3)

Building Admin (2)

District Admin (2)

LETRS Training: LETRS compliments and supports the implementation of programs aligned with scientifically-based reading research. Modules focus on phonology, phoneme awareness, phonics, the writing system (orthography), vocabulary, fluency, and comprehension. The LETRS process supports the science of reading and aligns with the state dyslexia initiative. LETRS is the professional learning program rooted in the science of reading that empowers teachers. Teachers gain essential skills to master the fundamentals of literacy instruction required to apply and transform student learning.

[https://www.voyagersopris.com/docs/default-source/professional-development/letrs/letrs\\_research\\_summary\\_8-31-18.pdf](https://www.voyagersopris.com/docs/default-source/professional-development/letrs/letrs_research_summary_8-31-18.pdf)

KSDE has earmarked a portion of state ESSER funds to provide this training free of charge to preschool through second grade general education and special education teachers. USD 253 hopes to supplement those funds with district ESSER funds to train and empower a larger number of teachers to positively impact student learning and address learning loss. This would include any special education teacher at the elementary, middle school, and high school levels, instructional coaches, school psychologists, and administrators. LETRS training requires one-year time commitment from preschool teachers and a two-year-time commitment for elementary through secondary participants. All training will be outside of the staff member's contracted time. USD #253 would use ESSER III funding to pay for registration for staff not covered by the KSDE portion as well as a stipend to staff to compensate them for their time.

Assessment data indicates the two groups impacted by COVID the most were our students receiving special education services and our students whose native language is not English. The LETRS training will provide teachers with additional instructional tools for providing high quality instruction to meet their needs.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$7,150
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$7,150</u>

**Status**

Approved

**Line Item Comment from KSDE**

Is the extra funds for this needed since the state expanded capacity? If it is needed please provide a more detailed explanation connecting this to the needs identified with the most impacted populations and COVID?

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

LETRS Training Stipends

**Account Number**

075 E 1000 01 0000 760 00 110

**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**

LETRS training requires one-year time commitment from preschool teachers and a two-year time commitment for elementary through secondary participants. All training will be outside of the staff member's contract time. USD #253 would use ESSER III funding to pay a stipend to compensate staff for their time.

Elementary/Secondary LETRS Training - Stipends for attendees ( \$114,000)

As of 12/21/2021, 38 participants

Teachers have until 1/15/2022 to sign up

Budgeting for 50 participants

\$3000 stipends

\$750 after module 2

\$750 after module 4

\$750 after module 6

\$750 after module 8

PreK LETRS Training - Stipends for attendees (\$7,500)

Budgeting for 5 participants

\$1500 stipends

\$750 after module 2

\$750 after module 4

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[https://www.voyagersopris.com/docs/default-source/professional-development/letrs/letrs\\_research\\_summary\\_8-31-18.pdf](https://www.voyagersopris.com/docs/default-source/professional-development/letrs/letrs_research_summary_8-31-18.pdf)

KSDE has earmarked a portion of state ESSER funds to provide this training free of charge to preschool through second grade general education and special education teachers. USD 253 hopes to supplement those funds with district ESSER funds to train and empower a larger number of teachers to positively impact student learning and address learning loss. This would include any special education teacher at the elementary, middle school, and high school levels, instructional coaches, school psychologists, and administrators. LETRS training requires one-year time commitment from preschool teachers and a two-year-time commitment for elementary through secondary participants. All training will be outside of the staff member's contracted time. USD #253 would use ESSER III funding to pay for registration for staff not covered by the KSDE portion as well as a stipend to staff to compensate them for their time.

**Budgeted Expenditures in SFY 2021** \$0

**Budgeted Expenditures in SFY 2022** \$121,500

**Budgeted Expenditures in SFY 2023** \$0

**Budgeted Expenditures in SFY 2024** \$0

**Total Expenditures** \$121,500

**Status**

Approved

**Line Item Comment from KSDE**

Could you provide an amount per teacher?-resolved  
Allowable but not under 20% set-aside.

Line Item ID: 253-3-0008

**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**

LETRS Social Security

**Account Number**

075 E 1000 01 0000 760 00 220

**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**

Required benefits for stipends above (\$121,500 @ .0765)

LETRS Training: LETRS compliments and supports the implementation of programs aligned with scientifically-based reading research. Modules focus on phonology, phoneme awareness, phonics, the writing system (orthography), vocabulary, fluency, and comprehension. The LETRS process supports the science of reading and aligns with the state dyslexia initiative. LETRS is the professional learning program rooted in the science of reading that empowers teachers. Teachers gain essential skills to master the fundamentals of literacy instruction required to apply and transform student learning.

[https://www.voyagersopris.com/docs/default-source/professional-development/letrs/letrs\\_research\\_summary\\_8-31-18.pdf](https://www.voyagersopris.com/docs/default-source/professional-development/letrs/letrs_research_summary_8-31-18.pdf)

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<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$9,300
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$9,300</u>

**Status**

Approved

**Line Item Comment from KSDE**

Allowable but not under the 20% set aside.

Line Item ID: 253-3-0009

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Extended Learning - Certified

**Account Number**

075 E 1000 01 0000 000 00 110

**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**

Providing elementary and secondary students with the opportunity for tutoring before or after school allowing them to receive academic assistance before they fall too far behind.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
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<b>Budgeted Expenditures in SFY 2022</b>	\$0
--	-----

<b>Budgeted Expenditures in SFY 2023</b>	\$40,000
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<b>Budgeted Expenditures in SFY 2024</b>	\$0
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<b>Total Expenditures</b>	<u>\$40,000</u>
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**Status**

Approved

Line Item ID: 253-3-0010

**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**

Extended Learning - Classified

**Account Number**

075 E 1000 01 0000 000 00 120

**Function Code**

1000 - Instruction

**Object Code**

120 - Regular Non-Certified Salaries

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Providing elementary and secondary students with the opportunity for tutoring before or after school allowing them to receive academic assistance before they fall too far behind.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
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<b>Budgeted Expenditures in SFY 2022</b>	\$0
--	-----

<b>Budgeted Expenditures in SFY 2023</b>	\$20,000
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<b>Budgeted Expenditures in SFY 2024</b>	\$0
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<b>Total Expenditures</b>	<u>\$20,000</u>
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**Status**

Approved

Line Item ID: 253-3-0011

**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**

Extended Learning SS

**Account Number**

075 E 1000 01 0000 000 00 220

**Function Code**

1000 - Instruction

**Object Code**

220 - Social Security Contributions

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Required benefits for salaries above

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$5,000**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$5,000**Status**

Approved

Line Item ID: 253-3-0013

**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**

Rec Xtra

**Account Number**

075 E 2100 00 0000 000 00 300

**Function Code**

2100 - Support Services (Students)

**Object Code**300 - PURCHASED PROFESSIONAL  
AND TECHNICAL 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**

Continuation of afterschool program for K-5 grade students at each elementary school seeks to address the emotional needs, physical needs, and education needs of students through the ArtXtra, homework help and RecXtra components. Students will rotate through these three social emotional modules each day after school to help them recover emotionally from the trauma that stems from the pandemic to help students catch up, keep up and emerge from this crisis strong, resilient and hopeful. (Paid for from ESSER II)

After School Program: After school programs that focus on the improvement of academics, and multicomponent programs, which offer a range of activities, have the largest number of effective options, similar to those in the 21st Century Community Learning Centers program. Emporia Public Schools have experienced learning loss reflected in state and local assessments and is building a relationship with the branded program Boys and Girls Clubs. We would like to offer multicomponent after school services in Emporia under the ESSER III program. Evidence to support quality after school programs can be found here and is an example of a Tier 4 requirement:

[https://www.afterschoolalliance.org/AfterschoolSnack/Evidence-of-effectiveness-Afterschool-programs-meeting-ESSA-s\\_03-15-2019.cfm](https://www.afterschoolalliance.org/AfterschoolSnack/Evidence-of-effectiveness-Afterschool-programs-meeting-ESSA-s_03-15-2019.cfm)

As a summary of the research, effective afterschool programs include a mix of domains, including mathematics achievement, reading/ELA achievement, science achievement, physical activity/health, and social emotional competencies. Researchers found few instances of statistically significant negative outcomes for students, and found effective programs at all grade levels and program type.

These funds will be utilized to contract with the Boys and Girls Club to provide additional academic and social emotional support to students during the afterschool program.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$250,000
<b>Budgeted Expenditures in SFY 2023</b>	\$250,000
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	\$500,000

**Status**

Approved

**Line Item Comment from KSDE**

Please provide a link to the evidence that you are basing this on and indicate which tiers of evidence it meets.

Line Item ID: 253-3-0014

**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**

Rec Xtra Supplies

**Account Number**

075 E 2100 00 0000 000 00 600

**Function Code**

2100 - Support Services (Students)

**Object Code**

600 - SUPPLIES AND MATERIALS

**Allowable Use**

11B - Planning and implementing supplemental after-school programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Supplies needed for program above

After School Program: After school programs that focus on the improvement of academics, and multicomponent programs, which offer a range of activities, have the largest number of effective options, similar to those in the 21st Century Community Learning Centers program. Emporia Public Schools have experienced learning loss reflected in state and local assessments and is building a relationship with the branded program Boys and Girls Clubs. We would like to offer multicomponent after school services in Emporia under the ESSER III program. Evidence to support quality after school programs can be found here and is an example of a Tier 4 requirement:

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As a summary of the research, effective afterschool programs include a mix of domains, including mathematics achievement, reading/ELA achievement, science achievement, physical activity/health, and social emotional competencies. Researchers found few instances of statistically significant negative outcomes for students, and found effective programs at all grade levels and program type.

These funds will be utilized to contract with the Boys and Girls Club to provide additional academic and social emotional support to students during the afterschool program.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$50,000
<b>Budgeted Expenditures in SFY 2023</b>	\$50,000
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$100,000</u>

**Status**

Approved

**Line Item Comment from KSDE**

Please provide a link to the evidence that you are basing this on and indicate which tiers of evidence it meets.

Line Item ID: 253-3-0015

**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**

Substitutes

**Account Number**

075 E 1000 01 0000 000 00 115

**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**

Incentive pay for substitutes to fill available openings

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$18,500**Budgeted Expenditures in SFY 2023** \$70,000**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$88,500**Status**

Approved

Line Item ID: 253-3-0016

**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**

Substitutes Social Security

**Account Number**

075 E 1000 01 0000 000 00 220

**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**

Required benefit for additional substitute incentive

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$1,500**Budgeted Expenditures in SFY 2023** \$5,000**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$6,500**Status**

Approved

Line Item ID: 253-3-0017



**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**

Academic Interventionist

**Account Number**

075 E 2200 01 0045 000 00 110

**Function Code**

2200 - Support Services (Instructional Staff)

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

With the large number of students showing learning loss, the district recognizes additional staff is needed to support intensive interventions. The district would like to employ 1 academic interventionist at each building to assist with the academic learning loss generated by the pandemic.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$462,500
<b>Budgeted Expenditures in SFY 2023</b>	\$462,500
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$925,000</u>

**Status**

Approved

Line Item ID: 253-3-0018

**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**

Academic Interventionist SS

**Account Number**

075 E 2200 01 0045 000 00 220

**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**

Required benefits for Academic Interventionist

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$37,500
<b>Budgeted Expenditures in SFY 2023</b>	\$37,500
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$75,000</u>

**Status**

Approved



# ESSER III APPLICATION FOR D0257

Status  
Approved

## KSDE Application Comments

How did you verify that the underserved populations participated in the survey? Please explain what follow up measures took place.

Please be sure to save your comments for the stakeholder.

[https://docs.google.com/document/d/1axRNqx\\_atmSXg3WebTBgZ2Aqrcf96SY\\_Zi7y0ycBJTw/edit](https://docs.google.com/document/d/1axRNqx_atmSXg3WebTBgZ2Aqrcf96SY_Zi7y0ycBJTw/edit)

## Current Directory Information

<u>District</u>	<u>Address</u>	<u>Mail Address</u>
Iola	305 North Washington Street, Iola, KS 667492997	305 North Washington Street, Iola, KS 667492997
<u>Superintendent Name</u>	<u>Superintendent E-mail Address</u>	<u>Superintendent Phone Number</u>
Stacey Fager	stacey.fager@usd257.org	(620) 365-4700

## Authorized Representative of the District Information

<u>Name</u>	<u>Position of Title</u>	<u>E-mail Address</u>	<u>Phone Number</u>
Stacey Fager	Superintendent	stacey.fager@usd257.org	(620) 365-4700
<u>Other District Representative 1 - Name</u>	<u>Other District Representative 1 - E-mail Address</u>		
jenna.higginbotham@usd257.org	jenna.higginbotham@usd257.org		
<u>Other District Representative 2 - Name</u>	<u>Other District Representative 2 - E-mail Address</u>		
marcie.boring@usd257.org	marcie.boring@usd257.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://s3.amazonaws.com/scschoollfiles/537/esseri-iii-districtplanforsafere-turntoin-personinstruction-iola\\_usd257.pdf](https://s3.amazonaws.com/scschoollfiles/537/esseri-iii-districtplanforsafere-turntoin-personinstruction-iola_usd257.pdf)

## Use of Funds for CDC Guidance

**How will the funds be used to implement prevention and mitigation strategies that are, to the greatest extent practicable, consistent with the most recent CDC guidance on reopening schools, in order to continuously and safely open and operate schools for in-person learning?**

We are working closely with our county health department, KSDE, our local education service center, and neighboring school districts to remain up-to-date on guidance related to safely operating in-person learning for the school year. We attribute our student success and our ability to remain open last year 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 principals at the Middle and High School met with their student councils to discuss the proposed ESSER 3 plan and to receive the feedback. The principals then brought the feedback to the admin team for discussion. Students also participated in the online community survey, which was open to anyone who wanted to respond.

### **Families**

A community survey was conducted and shared through social media, our website, and paper copies upon request. There were 363 responses to the survey. The breakdown included 278 parents, 45 district staff, 23 community members, and 17 student responses. The survey results showed that the priorities to focus on would be: technology upgrades, safety/security upgrades to the facilities, additional support for academic interventions and after school programs, additional support for social/emotional, additional curriculum resources, continuation of the HVAC upgrades, and continue outside social/emotional contracting with SEK Mental Health.

### **School and District Administrators including Special Education Administration**

The admin team met to discuss the community survey before it was sent and after results were gathered. The admin took the results and developed a plan of how we could implement what the survey noted was most important. 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. Our superintendent and INEA president work closely together and meet monthly to continue open communication.

### **Tribes**

Our school information system indicates that we do not have any students enrolled in the district who are connected to a tribe.

### **Civil Rights Organization including Disability Rights Organizations**

To seek feedback and input from Civil Rights Organizations, including Disability Rights organizations, we first considered internal strategies and action steps. 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. These attempts did not yield any contacts. Therefore, we shifted our efforts to examining some external resources to determine if we missed any opportunities for local outreach and engagement. We consulted 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 perspectives to consider to ensure that inclusivity and barrier removal are integral in our decision-making and implementation of resources and support through these funds. Lastly, we worked closely with our local special education cooperative as well as our local education service agency for their feedback and input on our plan to ensure that inclusivity, equity, and diversity were accounted for in our plan.

### **Stakeholders representing the interests of children with disabilities, English Learners, children experiencing homelessness, children in foster care, migratory students, children who are incarcerated, and other underserved students**

All populations had an equal opportunity to participate and be represented through their responses to our community survey. When we reviewed our student information system, we confirmed that approximately 24% of our students would very likely meet the criteria for at least one of the underserved designations. Of our 363 responses, 278 were from parents, which is approximately 75% of the total respondents. Applying our percent of underserved families from above (24%), we are confident that we have appropriate and sufficient representation from underserved families in the response set. Our concern in asking families to identify themselves as one or more of the areas or categories of underserved is that, in our experience, this creates a barrier to participation. However, to ensure we receive this feedback and in addition to sharing the survey link repeatedly and through various school district communication methods, we also created our own "esser@usd257.org" email address so that we could keep the communication lines open with all families, including underserved students and families. This email address has been and will continue to be communicated with all of our stakeholders, including underserved families, as a way to continually seek and share feedback and input. We also sent a follow up survey only to families who qualify or identify within the underserved population of our district. With our follow up survey information, we guarantee that we have responses from underserved families and have included their feedback in our ESSER plan. We have also continued to work closely with our students, including those in underserved subgroup populations in our school district, in developing our ESSER support plan. Using this additional information from our underserved students and families, it was clear that the following supports were most needed: Updated and more technology, such as student computers, updated desktop computers, and new smartboards for the classrooms. Summer School and tutoring opportunities for students. Materials to help with learning gaps in reading and math.

### **Provide the public the opportunity to provide input and take such input into account**

A community survey was developed, publicized, and remained open for a two-week period for stakeholder feedback and input. The opportunity to participate was repeatedly shared through school district social media, our school district website, school and district newsletters, school communication / automated notification systems, and we even made paper copies available upon request. As a result of these efforts to engage our community in the participation in our survey, there were 363 responses. The breakdown included 278 parents, 45 district staff, 23 community members, and 17 student responses. The survey results showed that the priorities to focus on would be: technology upgrades, safety/security upgrades to the facilities, additional support for academic interventions and after school programs, additional support for social/emotional, additional curriculum resources, continuation of the HVAC upgrades, and continue outside social/emotional contracting with SEK Mental Health.

Additionally, our administrative team then took the results and discussed specific ways we could implement the recommendations and consideration within each of our buildings. Furthermore, we plan to share the results publicly as follows:

\*\*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 and/or post on our website.

\*\*We will share the results of the survey with our existing district and school leadership teams, Site Councils, planning teams, focus groups, etc.

\*\*We will consider sharing our finalized plans in our newsletters and other communications that we utilize regularly

### **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 257-Iola School district offered remote learning through the 20-21 school year. We had around 10% of students choose remote learning. The larger impact on student learning was from the quarantine of close contacts. We had 843 student or staff quarantines throughout the 20-21 school year, some of those students being quarantined multiple times. Going between learning in person to online was a challenge for many students and resulted in learning loss.

The biggest notice of learning loss was with our Kindergarten and 1st grade students. In the fall the fastbridge data, showed that 43% of kindergarten students were below level in reading and 37% below in math. Unfortunately with the constant quarantines of staff and students it was difficult to close the gap in these areas for our kindergarten students, we also feel wearing a mask while teaching the foundations of reading affected our scores. In the spring we were sitting at 78% of kindergarten students below grade level in reading and 47% below grade level in math.

We feel our first graders losing the last nine weeks of their kindergarten school year really impacted our fall Fastbridge scores. In the fall 62% of 1st graders were below grade level in reading and 38% below grade level in math. We were able to help some students gain grade level status and ended the school year with 52% below grade level in reading and 39% below in math.

We saw our scores drop across all grade levels and teachers worked especially hard to bring students up to grade level, but with the hardships of the 20-21 school year, this was a very daunting task and we are still working at it.

The district posted improved grade level scores in 5 of the 7 tests in ELA, 4 of the 7 tests in 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 both ELA and Math, with 2 grade levels in science at or above state average. Additionally, our district did not see a disproportionate impact on special populations

The district did take steps to address social-emotional issues, however, this wasn't a bigger issue than in years prior. 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)**

We provide SafeBase Tutoring after school and through the summer for students that need additional academic support identified by their parent or teacher. We also provide after school tutoring at the middle school and high school by teachers.

We provide a summer program through the month of June with our SafeBase program This summer program provides academic and enrichment opportunities for the students. This program helps with learning loss associated with COVID and the continuation of expanding on what students have already learned.

We provide Edgenuity at the high school level for credit recovery. Students work on their courses in the library with a para monitoring and providing learning assistance as students need it. When a student is quarantined due to COVID for an extended period of time, the online Edgenuity program assists in keeping our students caught up on what they would be learning in the classroom.

**How the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act?**

We plan to spend the remaining ESSER funds to update our smart board technology in the classrooms. This was the first priority from the community survey, to continue to update technology. We need to update our smartboards so the bulbs are brighter and the picture is more accurate, this will provide the opportunity to social distance the students and still provide quality instruction. We will also use the updated smartboards to provide interventions for students with learning loss due to COVID. The updated smartboards have new technology that allows multiple students to write on the board at the same time and additional learning games and lessons to be used. We will also update our computers in the computer lab to provide individual learning stations. We will use these stations to social distance and provide interventions through learning programs. The learning programs will help close our learning gap acquired during the pandemic. The updated technology will be compatible with additional apps and learning programs we can utilize in math and reading.

We will use ESSER funds to continue the HVAC upgrades at the Middle School for better air quality for our students and staff. When students and staff feel safe at school the learning can increase to help make gains from the learning loss from the last two school years. The community survey reflected that this was a priority from our staff and parents.

ESSER money will be spent on social emotional curriculum at all levels in our district. We are providing social emotional support for our students as they continue to navigate changes that the pandemic has created. We feel providing a quality, evidence based program will help our students navigate the new normal of school.

**How the LEA will ensure that the interventions it implements, including but not limited to the interventions under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time, will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students disproportionately impacted by the COVID-19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students.**

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	\$3,034,259	\$0	\$3,034,259	ESSER III Allocations	\$606,852
Approved Total	\$1,375,606	\$0	\$1,375,606	Approved Total	\$216,528
Amount Left	\$1,658,653	\$0	\$1,658,653	Amount Still Needed	\$390,324
In Review Total	\$1,348,196	\$0	\$1,348,196	In Review Total	\$390,324
Amount Left	\$310,457	\$0	\$310,457	Amount Still Needed	\$0

## Line Items

ID	Allocation Type	Learning Loss	Function Code	Object Code	Allowable Use	Total Expenditures	Status
257-3-0011	Direct	False	1000	640	4	\$10,000	Task Force Review
257-3-0012	Direct	False	1000	640	4	\$20,000	Task Force Review
257-3-0013	Direct	False	2600	730	14	\$374,480	Task Force Review
257-3-0014	Direct	False	2600	430	14	\$75,892	Task Force Review
257-3-0015	Direct	True	1000	644	12	\$133,345	Task Force Review
257-3-0016	Direct	True	1000	644	12	\$80,000	Task Force Review
257-3-0017	Direct	True	1000	644	12	\$20,263	Task Force Review
257-3-0018	Direct	True	1000	644	12	\$14,400	Task Force Review
257-3-0019	Direct	True	1000	110	12	\$142,316	Task Force Review
257-3-0020	Direct	False	2500	110	16	\$255,000	Task Force Review
257-3-0021	Direct	False	2500	120	15	\$222,500	Task Force Review
257-3-0001	Direct	False	1000	730	9	\$176,319	Approved
257-3-0002	Direct	True	1000	120	11A	\$99,000	Approved
257-3-0003	Direct	True	1000	220	11A	\$9,000	Approved
257-3-0004	Direct	True	1000	600	11A	\$19,500	Approved
257-3-0005	Direct	True	2710	810	11A	\$7,500	Approved
257-3-0006	Direct	True	1000	110	11A	\$80,000	Approved
257-3-0007	Direct	False	2600	430	14	\$982,759	Approved
257-3-0010	Direct	True	1000	644	4	\$1,528	Approved

## Line Item Details

Line Item ID: 257-3-0011



**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**

Textbooks - ESSER3

**Account Number**

99891

**Function Code**

1000 - Instruction

**Object Code**

640 - Books and Periodicals

**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**

7 Mindsets curriculum for students. 7 Mindsets have proven to help bridge the gap for students' social emotional needs due to COVID-19. Students' emotions, anxiety, lack of desire due to being home have all increased due to COVID. 7 Mindsets has been beneficial to help put in place strategies and coping mechanisms for the students to handle these feelings. 7 Mindsets encourages appropriate socialization, which has been very limited since 2020 due to COVID and social distancing. Once students are socially and emotionally regulated they are then available to focus on learning, especially at the middle school setting we see the need and the gap even more than before.

<b>Budgeted Expenditures in SFY 2021</b>	\$10,000
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$10,000</u>

**Status**

Task Force Review

Line Item ID: 257-3-0012

**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**

Textbooks - ESSER3

**Account Number**

99891

**Function Code**

1000 - Instruction

**Object Code**

640 - Books and Periodicals

**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**

7 Mindsets curriculum for students. 7 Mindsets have proven to help bridge the gap for students' social emotional needs due to COVID-19. Students' emotions, anxiety, lack of desire due to being home have all increased due to COVID. 7 Mindsets has been beneficial to help put in place strategies and coping mechanisms for the students to handle these feelings. 7 Mindsets encourages appropriate socialization, which has been very limited since 2020 due to COVID and social distancing. Once students are socially and emotionally regulated they are then available to focus on learning, especially at the middle school setting we see the need and the gap even more than before.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$10,000
<b>Budgeted Expenditures in SFY 2024</b>	\$10,000
<b>Total Expenditures</b>	\$20,000

**Status**

Task Force Review

Line Item ID: 257-3-0013

**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**

EQUIPMENT-ESSER3

**Account Number**

99894

**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**

\*\*DOCUMENTATION (1 BID RECEIVED, HISTORICAL REVIEW) HAS BEEN SENT TO ESSER.

THIS IS THE PROPOSED SYSTEM IS AN EXPANSION OF THE DISTECH CONTROLS PLATFORM USED IN THE SCIENCE CENTER. IT IS A WEB-BASED DDC CONTROLS PLATFORM. THE DISTECH CONTROLS SYSTEM IS AN OPEN-PROTOCOL AND NONPROPRIETARY PLATFORM ALLOWING FUTURE EXPANSION AND RETROFIT AS THE SYSTEMS ARE BACKWARD COMPATIBLE ALLOWING FUTURE EXPANSION AND MODIFICATION WITHOUT DISPLACING THE PREVIOUSLY INSTALLED SYSTEMS TECHNOLOGY. THE DISTECH SYSTEM IS ALSO EXPANDABLE AND INCLUDES ADDITIONAL OPTIONS INCLUDING SEAMLESS INTEGRATION WITH OTHER FACILITY SYSTEMS SUCH AS LIGHTING. THE SYSTEM IS WEB-ENABLED AND DOES NOT REQUIRE PROPRIETARY SOFTWARE TO ACCESS, UTILIZE, AND MAINTAIN. ADDITIONAL INFORMATION REGARDING DISTECH CONTROLS IS AVAILABLE AT WWW.DISTECHCONTROLS.COM. THIS WILL HELP MITIGATE THE SPREAD OF COVID-19 AND ANY OTHER AIR-BORNE DISEASES. IT WOULD HELP IMPROVE OUR INDOOR AIR QUALITY AND FRESH AIR CIRCULATION FOR OUR FACILITY.

\*\*CONSTRUCTION AND CAPITAL EXPENDITURE REQUEST FORM SUBMITTED TO ESSER@KSDE.ORG ON 12/14/2022.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$374,480
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$374,480</u>

**Status**

Task Force Review

**Line Item Comment from KSDE**

Allowable if meets CDC guidelines.

Line Item ID: 257-3-0014

**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**

REPAIR/MAINTENANCE-ESSER3

**Account Number**

99885

**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**

\*\*DOCUMENTATION (BIDS RECEIVED, HISTORICAL REVIEW) HAS BEEN SENT TO ESSER.

THE REPLACEMENT OF AN END OF LIFE CHILLER 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 HIGH SCHOOL FACILITY.

\*\*CONSTRUCTION AND CAPITAL EXPENDITURE REQUEST FORM SUBMITTED TO ESSER@KSDE.ORG ON 12/14/2022.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$75,892
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$75,892</u>

**Status**

Task Force Review

**Line Item Comment from KSDE**

Allowable if meets CDC guidelines.

Line Item ID: 257-3-0015

**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**

TEXTBOOKS - ESSER3

**Account Number**

99891

**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**

\*\*Clarification: The full CKLA quote is \$223,518. The requested amount from ESSER \$133,345 will cover the materials that directly impact our Special Education population and our title one intervention students. The difference will be covered by the district curriculum budget to cover materials for the core.

Amplify curriculum for grades K-5: Currently our reading data shows that on average our students are 56% at benchmark in reading. There are many factors that contribute to this. First, students lost a lot during COVID and getting them back on track has been a challenge. Second, the materials we are using to teach our core reading instruction are piece-mealed together. This is what we had on hand to teach and do our best with. This year, some of our classrooms have been piloting the Amplify CKLA curriculum. These classrooms have had an increase of students reading at level, each classroom that has used the CKLA materials this year have resulted in better Fastbridge data than the ones that have not. We have found the materials to be at a higher level along with explicitly teaching the skills. Two quality pieces to a core curriculum. Amplify also comes with mClass which provides interventions and reteaching opportunities. Our Special Education department has used a few of these resources along with our tiered systems of support interventions. Again, the materials are high quality and provide the support the students need to fill the gaps. This has proven to be more beneficial than asking teachers to pull other materials to teach their standards.

Our first grade is at 33% at benchmark, 33% some risk, and 33% high risk for reading levels. This seems to be a trend in Kansas due to COVID. Though we are providing the very best we can for first grade, quality materials with explicit instruction will help us fill the void and close the gap. We are seeing an increase in gaps, needs, and behaviors with our preschool and kindergarten students as well, due to COVID. We need to implement a quality core program now to change the impact that COVID has left on our students.

Overall, the Amplify CKLA purchase should qualify for the 20% ESSER money because it addresses the learning loss and the gaps created by COVID. This will provide students with evidence based core instruction to emphasize the skills that the students are lacking and to expose students to a rigorous program to help solidify our reading success.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$133,345
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$133,345</u>

**Status**

Task Force Review

**Line Item Comment from KSDE**

As per district, the full cost of this curriculum was \$275,000. The Core programs were not paid out of ESSER funds, only the Supplemental portion for the most impacted groups.

**Allocation Type**

Direct Allocation

**Is 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 - ESSER3

**Account Number**

99891

**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**

\*\*Clarification: The requested ESSER amount will cover materials for our Special Education population and used in our intervention language arts class for students that are not at grade level. The core materials for the classroom will be provided by the district curriculum budget.

MyPerspectives curriculum for grades 6-8 and interest based ELA for 9-12th. Some of the main impacts COVID had on our 6th-12th grade students is their lack of interest in learning, their learning loss created larger gaps, which resulted in struggling students that lack the desire to try. As educators, we can address the learning loss by providing quality, explicit, evidenced based materials for our students, along with making the learning interesting and relevant. Our 6th-12th grade teachers piloted a couple of programs this school year and found that the interest level of our students during myPerspectives lessons was high. But the most exciting part is that our middle school reading scores for students at benchmark increased from fall to winter. Our at benchmark kids increased by 10% at 6th grade, 9% at 7th grade, and 3% at 8th grade. This shows that having quality materials with explicit instruction can and will close our learning gap and increase students that are reading at grade level. Our high school piloted an interest based program within their materials where students could choose the class based on a topic. The teachers still taught the standards but used different materials/stories to do it (fantasy, mystery, biographies, etc). We found a higher level of engagement, effort, and scores. Now that we have piloted we are requesting the 20% ESSER money to fund these programs to help with our 6th through 12th grade loss and gaps. We believe addressing this learning loss within the core we will reach more students.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$80,000
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$80,000</u>

**Status**

Task Force Review

Line Item ID: 257-3-0017

**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**

TEXTBOOKS - ESSER3

**Account Number**

99891

**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**

IXL for grades 2-12. To combat learning loss in math and reading we are implementing IXL learning for students 2nd grade through high school. This provides students an opportunity to take a diagnostic in reading and math and allows them time to work on skills that they are missing and help them get to grade level skills more quickly.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$12,158
<b>Budgeted Expenditures in SFY 2024</b>	\$8,105
<b>Total Expenditures</b>	<u>\$20,263</u>

**Status**

Task Force Review

Line Item ID: 257-3-0018

**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**

TEXTBOOKS - ESSER3

**Account Number**

99891

**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**

Lexia: To combat learning loss in reading we are utilizing Lexia learning for students in kindergarten and 1st grade. This provides students an opportunity to take a diagnostic in reading and work on skills that they are needing to help them get to grade level skills more quickly.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$7,200
<b>Budgeted Expenditures in SFY 2024</b>	\$7,200
<b>Total Expenditures</b>	<u>\$14,400</u>

**Status**

Task Force Review

Line Item ID: 257-3-0019

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

SALARY - ESSER3

**Account Number**

99992

**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 an additional teacher at Preschool, Kindergarten, and First Grade will address learning loss in the areas of math and reading by keeping our student/teacher ratio lower. We will be able to provide more intensive interventions with our special populations.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$142,316
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$142,316</u>

**Status**

Task Force Review

Line Item ID: 257-3-0020

**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**

INCENTIVES CERTIFIED - ESSER3

**Account Number**

99981

**Function Code**

2500 - Central Services

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

PREMIUM INCENTIVE PAY FOR ADDITIONAL DUTIES THAT ARE IMPOSED UPON EACH EMPLOYEE TO PROTECT OUR STUDENTS, STAFF AND COMMUNITY AGAINST COVID-19 (102 STAFF MEMBERS)

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$51,000
<b>Budgeted Expenditures in SFY 2023</b>	\$102,000
<b>Budgeted Expenditures in SFY 2024</b>	\$102,000
<b>Total Expenditures</b>	<u>\$255,000</u>

**Status**

Task Force Review

Line Item ID: 257-3-0021



**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**

INCENTIVES CLASSIFIED - ESSER3

**Account Number**

99991

**Function Code**

2500 - Central Services

**Object Code**

120 - Regular Non-Certified Salaries

**Allowable Use**

15 - Developing strategies and implementing public health protocols for the reopening and operation of school facilities.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

PREMIUM-INCENTIVE PAY FOR ADDITIONAL DUTIES THAT ARE IMPOSED UPON EACH EMPLOYEE TO PROTECT OUR STUDENTS, STAFF AND COMMUNITY AGAINST COVID-19. (89 STAFF MEMBERS)

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$44,500
<b>Budgeted Expenditures in SFY 2023</b>	\$89,000
<b>Budgeted Expenditures in SFY 2024</b>	\$89,000
<b>Total Expenditures</b>	<u>\$222,500</u>

**Status**

Task Force Review

Line Item ID: 257-3-0001

**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**

TECHNOLOGY EQUIPMENT - ESSER3

**Account Number**

99890

**Function Code**

1000 - Instruction

**Object Code**

730 - Equipment

**Allowable Use**

9 - Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

SMARTBOARD INTERACTIVE DISPLAYS AND COMPUTERS FOR CLASSROOMS TO REPLACE THE CURRENT OUTDATED TECHNOLOGY. THIS WILL ALLOW STUDENTS TO SEE LEARNING MATERIALS AND ASSIGNMENTS MORE CLEARLY, AS THEY ARE DISTANCED AND MORE SPREAD OUT IN CLASSROOMS. THIS TECHNOLOGY WILL ALSO ENHANCE CURRICULUM /LESSON DEVELOPMENT TO TARGET COVID LEARNING LOSS AND TO EFFECTIVELY SHARE LESSONS TO BOTH STUDENTS IN THE CLASSROOM AS WELL AS THOSE WHO ARE REMOTE DUE TO COVID QUARANTINE. THIS UPDATED TECHNOLOGY WILL SUPPORT OUR EDUCATORS AS THEY CONTINUE TO CLOSE THE LEARNING GAPS DUE TO COVID.

<b>Budgeted Expenditures in SFY 2021</b>	\$176,319
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$176,319</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 EvidenceBased criteria as defined in ESEA.

Line Item ID: 257-3-0002

**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**

SAFEBASE INSTRUCTION - ESSER3

**Account Number**

99886

**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**

SAFEBASE SUMMER PROGRAM TO MEET THE SOCIAL, EMOTIONAL, AND LEARNING GAP NEEDS OF OUR STUDENTS

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$33,000**Budgeted Expenditures in SFY 2023** \$33,000**Budgeted Expenditures in SFY 2024** \$33,000**Total Expenditures** \$99,000**Status**

Approved

**Line Item Comment from KSDE**

Applicant responded via email: We anticipate hiring 25-30 staff members per year depending on how many students enroll.

Line Item ID: 257-3-0003

**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**

SAFEBASE TAXES - ESSER3

**Account Number**

99887

**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**

SAFEBASE SUMMER PROGRAM TO MEET THE SOCIAL, EMOTIONAL, AND LEARNING GAP NEEDS OF OUR STUDENTS

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$3,000**Budgeted Expenditures in SFY 2023** \$3,000**Budgeted Expenditures in SFY 2024** \$3,000**Total Expenditures** \$9,000**Status**

Approved

Line Item ID: 257-3-0004

**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**

SAFEBASE SUPPLIES - ESSER3

**Account Number**

99888

**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**

SAFEBASE SUMMER PROGRAM TO MEET THE SOCIAL, EMOTIONAL, AND LEARNING GAP NEEDS OF OUR STUDENTS

**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**

Approved

Line Item ID: 257-3-0005

**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**

SAFEBASE OTHER DIRECT - ESSER3

**Account Number**

99889

**Function Code**

2710 - Vehicle Operation

**Object Code**

810 - Dues and Fees

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

SAFEBASE SUMMER PROGRAM TO MEET THE SOCIAL, EMOTIONAL, AND LEARNING GAP NEEDS OF OUR STUDENTS

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$2,500**Budgeted Expenditures in SFY 2023** \$2,500**Budgeted Expenditures in SFY 2024** \$2,500**Total Expenditures** \$7,500**Status**

Approved

Line Item ID: 257-3-0006

**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**

SAFEBASE TUTORING - ESSER3

**Account Number**

99893

**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**

SAFEBASE TUTORING PROGRAM TO MEET THE SOCIAL, EMOTIONAL, AND LEARNING GAP NEEDS OF OUR STUDENTS.

**Budgeted Expenditures in SFY 2021** \$20,000**Budgeted Expenditures in SFY 2022** \$20,000**Budgeted Expenditures in SFY 2023** \$20,000**Budgeted Expenditures in SFY 2024** \$20,000**Total Expenditures** \$80,000**Status**

Approved

**Line Item Comment from KSDE**

Applicant responded via email: This funding is for our Safebase tutoring program throughout the school year. The numbers for staff depend on how many students need help. Currently we have 8 -10 staff with 10-20 students.

Line Item ID: 257-3-0007

**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**

REPAIR/MAINTENANCE - ESSER3

**Account Number**

99885

**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**

HVAC UPGRADE CONTINUATION AT THE MIDDLE SCHOOL TO HELP WITH AIR QUALITY AND PURIFICATION TO LESSEN THE RISK OF COVID TRANSMISSION.

<b>Budgeted Expenditures in SFY 2021</b>	\$982,759
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$982,759</u>

**Status**

Approved

**Line Item Comment from KSDE**FY21 -reimbursement, has the work been completed; Applicant responded via email: This project was started with ESSER II Funds.  
Allowable if CDC guidelines are met.

Line Item ID: 257-3-0010

**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**

TEXTBOOKS - ESSER3

**Account Number**

99891

**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**

SOCIAL & EMOTIONAL CURRICULUM MATERIAL TO HELP STUDENTS OF ALL AGES TO BETTER COMPREHEND THEIR EMOTIONS AND TO DEMONSTRATE EMPATHY FOR OTHERS DUE TO COVID-19.

<b>Budgeted Expenditures in SFY 2021</b>	\$1,528
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$1,528</u>

**Status**

Approved

# ESSER III APPLICATION FOR D0294

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>
Oberlin	131 E Commercial, Oberlin, KS 677492110	131 E Commercial, Oberlin, KS 67749
<u>Superintendent Name</u>	<u>Superintendent E-mail Address</u>	<u>Superintendent Phone Number</u>
Joel Applegate	japplegate@usd294.org	(785) 475-3805

## Authorized Representative of the District Information

<u>Name</u>	<u>Position of Title</u>	<u>E-mail Address</u>	<u>Phone Number</u>
Joel Applegate	Superintendent	japplegate@usd294.org	(785) 475-3805

## 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.usd294.org/vnews/display.v/ART/6116d670caf30?in\\_archive=1](https://www.usd294.org/vnews/display.v/ART/6116d670caf30?in_archive=1)  
<https://docs.google.com/document/d/18GX5uB4ykUwlzU13NgZCMeGzUjC3QJmQ9hOewnxzuFE/edit>

## Use of Funds for CDC Guidance

**How will the funds be used to implement prevention and mitigation strategies that are, to the greatest extent practicable, consistent with the most recent CDC guidance on reopening schools, in order to continuously and safely open and operate schools for in-person learning?**

Using ESSER money, we purchased new toilets and touch less devices for both sinks and toilets. This will help with the slowing of the spread sickness and student hygiene. Less germs will be spread with less hands touching things in the bathrooms. We are also will be replacing showers to help with after practice showering. We continue to fill our hand sanitation stations and sanitize our buildings. We have sanitation wipes for classrooms for teachers to use on desks, devices and doorknobs. We also bought some new windows that are able to be opened for fresh air and ventilation through out the building. This helps with student health having fresh air moving through the 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



<https://docs.google.com/forms/d/1o5Eez6DMgJ-obhNAbWtHg4xEpEnY2mjZb2IEGcKjIjGo/edit#responses>

This is the link to the students survey results

### Students

We had the biggest responses from the student group (73) We had five students that identified as Tribal, Disability, Homeless and Foster care (1 Tribal, 1 Disability, 1 Homeless, 1 that was Foster care and 1 that was Foster care/Tribal). The five students that identified with these categories, four of them agreed on the importance of afterschool tutoring and all of them agreed about updating the facilities.

A strong belief of importances among most of the students taking the survey was after school tutoring, enrichment programs, core curriculum, teacher training and retention, technology updates and facilities updating. Online instruction was overall low for the students, as well as the migrant problem.

### Families

This stakeholder group also mixed with many of the community/business. For the survey results, they had provided the biggest responder with 76.5%. The belief with these stakeholders was very positive, running mainly from the important to the very important. A minority of the responders had a somewhat important overall score. What stood out in many responders was the low view on the need for online instruction and elective programs.

### School and District Administrators including Special Education Administration

The stakeholders (principal) in this area strongly promoted the after school tutoring, core curriculum, Enrichment programs, Teacher training and retention, and facilities updates. The items of summer school, migrant program and ELL program were not as important. We don't have very many ELL or migrant students and may be the reasons for the responses.

The Sp.Ed Director from the service center believed as very important the need for structured education instruction, core curriculum, SEL curriculum, retaining and training teachers and CTE. Online curriculum was not important and after school programs and enrichment were only somewhat important.

Superintendent believes that the structured education instruction, core curriculum, teacher training and retention and technology were very important. Online curriculum was not important and the ELL and migrant program was somewhat important since we don't have many students in these areas.

### Teachers, Principals, School leaders, other Educators, School Staff and their Unions

This stakeholder group represents teachers. We had 29% participation with this stakeholder group With this group of stakeholders, it was split from somewhat to Important and very important. A majority were not interested in online courses or elective programs. Teacher retention, training and the need for substitutes were high for a majority of these stakeholders which is not surprising.

Kathy Romey was contacted in the Hays office of KNEA. I discussed with her the process we are going through. She suggested we sit down with our KNEA Representatives in our school district and go through survey and plan. I was able to sit down with two our our representatives from KNEA. They were in agreement with what were proposed for our plan.

### Tribes

We did have a parent who was identified as Tribal respond to our survey. This individual thought the majority of the items on the survey were important. The only section that would be listed as somewhat important was the section concerning summer school, after school programs, structural educational Interventions and enrichment programs.

As mention earlier, we had a two students identified as tribal. These students agreed that the after school tutoring and teacher training were important. Instructional interventions was also a positive area.

We have no Tribal association in our area but we did reach out to the Kansas Association of Native American Education to discuss our plan and get feedback but have not received any communication from this organization. Dr. Red Corn is the individual we tried to contact.

### Civil Rights Organization including Disability Rights Organizations

We had one individual that represented this category. On all sections, the individual was split from somewhat important and important except for the section concerning SEL curriculum, teacher training, school counselors, At-Risk Coordinator. This section was marked important.

We were able to talk to Lane Williams from the Disabilities Rights Center of Kansas. He was supportive of our plan with our summer school, professional development and our additional technology programs that helps with learning loss.

### **Stakeholders representing the interests of children with disabilities, English Learners, children experiencing homelessness, children in foster care, migratory students, children who are incarcerated, and other underserved students**

We had four responses from individuals that identify with one or more of these listed categories.

Civil Rights/Disability Rights/FosterCare (Also section f): We had one individual that represented this category. In all sections, the individual was split from somewhat important and important. For these sections concerning SEL curriculum, teacher training, school counselors, At-Risk Coordinator and support for special populations, they were marked important.

Disability and English Learner: This individual indicated all sections over all were very important.

Disability/Parent/Staff: We had two individuals in this area. Almost all the sections were very important except for the third sections which were only somewhat important. Those sections dealt with summer school and after school programs or interventions, 1:1 technology and STEM, CTE, ELL and Migrant programs.

We had one student that answered our survey that identified as homeless. We called the Kansas Statewide Homeless Coalition in Lawrence to get discuss and get input about our ESSER'S plan. I was told I was to speak with Shanae so I reached out to her but she never responded to my calls.

We had a parent and student that identified as English Learner. Our students that are English Learners are also our migrant students. I reached out to our migrant consultant for NKSEC service center to get his feedback. Jesus Cepeda (migrant consultant) had no additional things to add to our plan at this time. He thought the learning loss computerized programs, At-Risk coordinator and after school tutoring would be beneficial for the EL students as they learn the language and build on skills.

We had a student and parent that identified with foster care. We reached out to KVC in Olathe to present our plan and to gain any suggestions from this organization concerning foster care students and families. We did not get a response from this organization.

We have no students that are incarcerated at this time.

### **Provide the public the opportunity to provide input and take such input into account**

<https://docs.google.com/forms/d/1cIKCZvwXSfvq8uJlvkf6CilPnj-KDnlsapQSoMs2NFs/edit>

This is the survey results for the stakeholders .

This stakeholder group also mixed with many of the parent group. This group represented 41.2% of the total responders. The belief with these stakeholders was very positive, running mainly from the important to the very important. A minority of the responders had a somewhat important overall score. What stood out in many responders was the low view on the need for online instruction and elective programs. The important areas dealt with teacher retention and training, core subject areas and technology.

Last school year we developed a ESSER III committee to devised of patrons and staff to discuss learning loss and how would address the issue as well as the social emotional repercussions because of covid and the next steps to address those concerns. Facility issues such as HVAC were also discussed. We divided into three groups and determined the best plans, programs and direction for our ESSER III money. The plan was fluid based off of new information on new programs and the regulations for using Federal money for facilities improvements.

One of the last pushes of the committee was sending out a survey to get all stakeholders input on areas of how discussion. The survey was put on the school website to connect to all stakeholders. The survey was up for a couple weeks so everyone would have an opportunity to respond. We did notice that we had no comments from students so we sent the survey to the students to respond. With the responses we received, we felt it provided the needed believe to move forward and even make some other changes in the future.

## Use of Funds for Learning Loss Set Aside and The Rest of The Allocation

**Please briefly describe the impacts of COVID-19 on the district and its Pre-K through 12 students, including any relevant data where possible (e.g., cost impact, learning loss, emotional impact on students). If there has been a disproportionate impact on a special population in the district (e.g., students with disabilities, English Learners, students in foster care, students in poverty, etc.), please describe the impact and provide the number of Pre-K through 12 students in that population.**

The impact of Covid 19 with the lost of academic time was evident with our academic assessments scores in the spring of 2021. Our assessment scores dropped in all categories from previous assessment scores. In the of 2021, we decide to move from our pervious local assessment to Fastbridge for consistency throughout the district. That fall was the first time we took SAEBERS data for social emotional. We obtain a base line and we saw a drop district wide but know seeing a rise in scores again on our social emotional area. The secondary saw the biggest swings in scores: Fall '21 69%, Winter'21 = 61%, Spring '22 = 67% and Fall '22 = 76%. Our state assessments as mentioned earlier went down considerably from when the test was taken in 2019 to when it was taken again in 2021. We did see and improvement in 2022 in math and science. District -% of students scoring at 3 & 4 for Math: 2019 - 31.28, 2021 - 24.85, 2022 - 25.8. District - %; of students scoring at 3 & 4 for ELA: 2019 - 41.71, 2021 - 32.53, 2022 - 32. District - % of students scoring at 3 & 4 for Science: this saw the biggest gains - 2019 - 35.93, 2021 - 24.31, 2022 - 41.2.

As you can tell, we still have much to work on through our academic process. We need the individual instruction and programs that can work on those skills that certain students are lacking or behind in. We will continue to address these issues of academic and social emotional areas with our students.

**How the LEA will use the funds it reserves under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year? (Provide specific references to evidence-based interventions that meet one of the four tiers of evidence, as defined in Sec. 8101(21) of ESEA)**

At-Risk Coordinator (Learning loss):

The ESSER Committee listened to the needs for an individual who could help with the students that are behind on their skills in reading and math at the secondary school The committee decide that an At-Risk coordinator would be beneficial for the secondary school and this individual could help administer and coordinate the needed programs we will be using for learning loss. This individual could work one to one or small groups with also the assistance of programs that will help build the skills the students are lacking or need extra assistance to strengthen.

Boardworks(Learning loss):

Through the ESSER Committee, we thought Boardworks would be beneficial to provide core teachers K-12 with a robust curriculum that is online and interactive. This is not a program where you assign students to a lesson and they do it online. This program provides a teacher with lessons that they can add to strengthen their lesson plans to help with instruction. Teachers at the secondary level can also look at lessons from the elementary level to provide for students that may have missed that skill or is weak in a certain skill. It can help build a foundation for students that have fallen behind their grade level in certain areas.

[https://drive.google.com/file/d/1sOBaWaRnn7UQAJ320IBsxKaGOo8Xj4Y-/view?usp=share\\_link](https://drive.google.com/file/d/1sOBaWaRnn7UQAJ320IBsxKaGOo8Xj4Y-/view?usp=share_link)  
ESSA Evidence Based Criteria and Boardworks Education.pdf

Curriculum Development (Learning loss):

We needed to update our scope and sequence for many of our subject areas. We tried to do it during some inservice days but there was never enough time. We talked about the importance of it during our KESA. This was something that the ESSER Committee knew was important as we try to improve instruction and student learning. We had a teacher that had her masters in curriculum and instruction and she was willing to work over the summer to help provide an updated scope and sequence for our science curriculum which needed improvement badly. She would also develop pacing guides for all teachers in the elementary. She will work each summer on a new subject area so it is ready to be implemented each year.

Edgenuity(Learning loss):

There was discussion in our ESSER Committee about needing a program that can work on specific skill deficits of students. Edgenuity has a curriculum for many subjects for credit recovery and also curriculum to enhance a teacher's lesson. It also has My Path which is a program that directly helps in the area of learning loss. It assesses and gives practice and then reassess areas of weakness for skill development of students for all students but specifically students that are at risk.

<https://docs.google.com/document/d/1WfSvt29KikCQNN97YXaOYfexA7jfcloKUMF-RR5AuUA/edit>

Elevate K-12(Learning loss):

Administration explained to the ESSER Committee that we are not able to hire teachers for positions because of the effect of COVID pandemic on the teacher shortage. The committee agreed that to provide students with a quality education, we need to offer some few courses through this program. We will be able offer Spanish I and II as well as personal finance with the use of Elevate K-12.

[https://docs.google.com/document/d/1xcbiviDsr6QEkt5woUXpXWEYLct1fvIOHwA6ozZ43\\_A/edit](https://docs.google.com/document/d/1xcbiviDsr6QEkt5woUXpXWEYLct1fvIOHwA6ozZ43_A/edit)

Unified Insight(Learning loss):

As a district we did not have one database or area we could analyze our student data from attendance to state assessment scores. The ESSER Committee believes that Unified Insight would be a great solution for teachers and administrators to view and analyze student data so they could work with those students that are at risk academically, socially and emotionally or even behaviorally. By having all this data in one location and we could perform data analytics with this program to identify students at risk, would help the school district to provide assistance needed for our students.

[https://docs.google.com/document/d/1zkj\\_1ISGGTHOQZBjMaWCrXDylqPU3hqryH8v\\_b6K6j4/edit](https://docs.google.com/document/d/1zkj_1ISGGTHOQZBjMaWCrXDylqPU3hqryH8v_b6K6j4/edit)

Additional 4th Grade Teacher (Learning loss)

A third 4th grade teacher position was added to lower class size for Covid-related safety. The current two 4th grade classrooms did not have the capacity to handle the number of students in those classrooms. This extra 4th grade classroom provided more physical space to help prevent such close contact in case of Covid. Also, providing an extra classroom provided smaller class sizes which in turn helped with addressing learning loss because teachers had more time to work with individual students that needed extra.

**How the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act?**

The remaining ESSER funding will help support emergency sub which has been a benefit for our students and staff. Having a part-time tech consultant to help us integrate and provide information needed to use our learning loss programs has been greatly appreciated. Many of our LCD projects were not working and the need to provide the whole class instruction that can still be interactive with the class was important. We decide interactive flat screens on carts would help in the endeavor. Plus if a student is sick they could zoom in and ask the teacher questions. Also our Chromebooks are now three years old and starting to give us issues. We will be updating the Chromebooks to a big screen device that has a touch screen which will be very beneficial for the students in the younger grades. Finally, we will be giving premium pay to our staff.

**How the LEA will ensure that the interventions it implements, including but not limited to the interventions under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time, will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students disproportionately impacted by the COVID-19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students.**

The impact ESSER III funding will be monitored through an ongoing review of our data. Academic needs will be reviewed through the use of FastBridge (Fall, Winter and Spring) and the summative scores on the annual Kansas Assessment. The social and emotional needs will be reviewed through the risk screener(SAEBRS) taken in the Fall, Winter and Spring. We will continue to do our "data talks" concerning students that are struggling in either academic, social emotional or both. We will analyze all subgroups ensuring the needs of all students are being met. Some of the subgroups would be low-income families, children with disabilities, students of color and students experiencing homelessness. We are hoping with the programs helping with skill development, equipment purchased and individuals hired, we will see an increase in our assessments and a decrease in social and emotional ends, less students having to take summer school or need for the intervention classroom and 100% graduation rate.

## Allocations

	Direct Allocation	True Up Allocation	Total Allocation		20% Minimum
ESSER III Allocations	\$644,532	\$0	\$644,532	ESSER III Allocations	\$128,907
Approved Total	\$17,000	\$0	\$17,000	Approved Total	\$0
Amount Left	\$627,532	\$0	\$627,532	Amount Still Needed	\$128,907
In Review Total	\$627,532	\$0	\$627,532	In Review Total	\$163,574
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
294-3-0013	Direct	False	2400	121	16	\$1,000	Task Force Review
294-3-0014	Direct	False	2300	739	9	\$21,140	Task Force Review
294-3-0015	Direct	False	1000	610	12	\$12,328	Task Force Review
294-3-0016	Direct	False	1000	610	12	\$12,328	Task Force Review
294-3-0017	Direct	True	1000	610	12	\$11,508	Task Force Review
294-3-0018	Direct	True	1000	610	12	\$11,508	Task Force Review
294-3-0019	Direct	True	1000	610	12	\$14,090	Task Force Review
294-3-0020	Direct	True	1000	610	12	\$14,090	Task Force Review
294-3-0021	Direct	False	1000	610	12	\$4,500	Task Force Review
294-3-0022	Direct	False	1000	610	12	\$4,500	Task Force Review
294-3-0023	Direct	True	1000	111	12	\$112,378	Task Force Review
294-3-0024	Direct	False	1000	111	12	\$86,656	Task Force Review
294-3-0025	Direct	False	1000	610	12	\$19,500	Task Force Review
294-3-0026	Direct	False	1000	610	12	\$19,500	Task Force Review
294-3-0027	Direct	False	2100	736	12	\$32,000	Task Force Review
294-3-0028	Direct	False	1000	111	12	\$27,000	Task Force Review
294-3-0029	Direct	False	1000	111	12	\$27,000	Task Force Review
294-3-0030	Direct	False	1000	610	9	\$8,650	Task Force Review
294-3-0031	Direct	False	1000	610	9	\$8,650	Task Force Review
294-3-0032	Direct	False	2100	736	9	\$45,000	Task Force Review
294-3-0033	Direct	False	2100	736	9	\$79,756	Task Force Review
294-3-0034	Direct	False	1000	111	16	\$19,000	Task Force Review
294-3-0035	Direct	False	1000	111	16	\$17,000	Task Force Review
294-3-0036	Direct	False	2600	121	16	\$2,000	Task Force Review
294-3-0037	Direct	False	2600	121	16	\$2,000	Task Force Review
294-3-0038	Direct	False	2132	111	16	\$1,000	Task Force Review
294-3-0039	Direct	False	2400	111	16	\$1,000	Task Force Review
294-3-0040	Direct	False	1000	121	16	\$10,000	Task Force Review
294-3-0041	Direct	False	1000	121	16	\$2,000	Task Force Review
294-3-0042	Direct	False	2400	121	16	\$450	Task Force Review

294-3-0001	Direct	False	2720	122	16	\$2,500	Approved
294-3-0002	Direct	False	2400	121	16	\$1,000	Approved
294-3-0003	Direct	False	2400	121	16	\$1,000	Approved
294-3-0004	Direct	False	2500	121	16	\$1,000	Approved
294-3-0005	Direct	False	2300	111	16	\$1,000	Approved
294-3-0006	Direct	False	3120	121	16	\$2,500	Approved
294-3-0007	Direct	False	3120	121	16	\$3,500	Approved
294-3-0008	Direct	False	2500	121	16	\$1,000	Approved
294-3-0009	Direct	False	2630	121	16	\$1,000	Approved
294-3-0010	Direct	False	2600	121	16	\$1,000	Approved
294-3-0011	Direct	False	2710	121	16	\$1,000	Approved
294-3-0012	Direct	False	2500	121	16	\$500	Approved

## Line Item Details

Line Item ID: 294-3-0013		
<b><u>Allocation Type</u></b> Direct Allocation	<b><u>Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure</u></b> NO - this item is not marked for Learning Loss Set Aside Expenditure	
<b><u>Account Name</u></b> OES Secretaries Salary	<b><u>Account Number</u></b> 07-2401-121-02	
<b><u>Function Code</u></b> 2400 - Support Services (School Administration)	<b><u>Object Code</u></b> 121 - Full-Time Non-Certified Salaries	<b><u>Allowable Use</u></b> 16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.
<b>Please describe the expenditures within the account and how they will address a COVID-19 need</b>		
Premium Pay May 12, 2023 & December 13, 2023 (1 Secretary x \$500.00)		
<b>Budgeted Expenditures in SFY 2021</b>	\$0	
<b>Budgeted Expenditures in SFY 2022</b>	\$0	
<b>Budgeted Expenditures in SFY 2023</b>	\$500	
<b>Budgeted Expenditures in SFY 2024</b>	\$500	
<b>Total Expenditures</b>	\$1,000	<b><u>Status</u></b> Task Force Review
Line Item ID: 294-3-0014		

**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**

Communication Equipment

**Account Number**

07-2300-739-01

**Function Code**

2300 - Support Services (General Administration)

**Object Code**

739 - Other 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**

Communication device for all stake holders. Apptegy Program to help staff communicate with students and parents better.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$13,840**Budgeted Expenditures in SFY 2024** \$7,300**Total Expenditures** \$21,140**Status**

Task Force Review

Line Item ID: 294-3-0015

**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**

OES Instructional Supplies

**Account Number**

07-1000-610-02

**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**

Through the ESSER Committee, we thought Boardworks would be beneficial to provide core teachers K-12 with a robust curriculum that is online and interactive. This is not a program where you assign students to a lesson and they do it online. This program provides a teacher with lessons that they can add to strengthen their lesson plans to help with instruction. Teachers at the secondary level can also look at lessons from the elementary level to provide for students that may have missed that skill or is weak in a certain skill. It can help build a foundation for students that have fallen behind their grade level in certain areas.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$11,207**Budgeted Expenditures in SFY 2024** \$1,121**Total Expenditures** \$12,328**Status**

Task Force Review

Line Item ID: 294-3-0016



**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**

DCHS Instructional Supplies

**Account Number**

07-1000-610-04

**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**

Through the ESSER Committee, we thought Boardworks would be beneficial to provide core teachers K-12 with a robust curriculum that is online and interactive. This is not a program where you assign students to a lesson and they do it online. This program provides a teacher with lessons that they can add to strengthen their lesson plans to help with instruction. Teachers at the secondary level can also look at lessons from the elementary level to provide for students that may have missed that skill or is weak in a certain skill. It can help build a foundation for students that have fallen behind their grade level in certain areas.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$11,207**Budgeted Expenditures in SFY 2024** \$1,121**Total Expenditures** \$12,328**Status**

Task Force Review

Line Item ID: 294-3-0017

**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**

OES Instructional Supplies

**Account Number**

07-1000-610-02

**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**

Collection of Data for student success. Purchase of Unified Insight.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$8,508**Budgeted Expenditures in SFY 2024** \$3,000**Total Expenditures** \$11,508**Status**

Task Force Review

Line Item ID: 294-3-0018

**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**

DCHS Instructional Supplies

**Account Number**

07-1000-610-04

**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**

Collection of Data for student success. Purchase of Unified Insight.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$8,508**Budgeted Expenditures in SFY 2024** \$3,000**Total Expenditures** \$11,508**Status**

Task Force Review

Line Item ID: 294-3-0019

**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**

OES Instructional Supplies

**Account Number**

07-1000-610-02

**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**

Software for Learning Loss. Edgeinity/My Path Purchase.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$7,045**Budgeted Expenditures in SFY 2024** \$7,045**Total Expenditures** \$14,090**Status**

Task Force Review

Line Item ID: 294-3-0020

**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**

DCHS Instructional Supplies

**Account Number**

07-1000-610-04

**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**

Software for Learning Loss. Edgeinity/My Path Purchase.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$7,045**Budgeted Expenditures in SFY 2024** \$7,045**Total Expenditures** \$14,090**Status**

Task Force Review

Line Item ID: 294-3-0021

**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**

OES Instructional Supplies

**Account Number**

07-1000-610-02

**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**

Curriculum. Curriculum Work by Samantha Gerbitz. Updating Curriculum and bring both buildings together for student success.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$2,250**Budgeted Expenditures in SFY 2024** \$2,250**Total Expenditures** \$4,500**Status**

Task Force Review

**Line Item Comment from KSDE**

Line Item ID: 294-3-0022

**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**

DCHS Instructional Supplies

**Account Number**

07-1000-610-02

**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**

Curriculum. Curriculum Work by Samantha Gerbitz. Updating Curriculum and bring both buildings together for student success.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$2,250
<b>Budgeted Expenditures in SFY 2024</b>	\$2,250
<b>Total Expenditures</b>	\$4,500

**Status**

Task Force Review

Line Item ID: 294-3-0023

**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**

DCHS Teacher

**Account Number**

07-1000-111-04

**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**

At Risk Coordinator. Helping with an At Risk Coordinator Salary to help students that are struggling with academics.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$54,189
<b>Budgeted Expenditures in SFY 2024</b>	\$58,189
<b>Total Expenditures</b>	\$112,378

**Status**

Task Force Review

Line Item ID: 294-3-0024

**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**

OES Teacher

**Account Number**

07-1000-111-02

**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**

4th Grade Teacher. Additional teacher due to the student count in this Grade. Splitting them up over three teachers is helping with students getting more one on one learning.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
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<b>Budgeted Expenditures in SFY 2022</b>	\$0
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<b>Budgeted Expenditures in SFY 2023</b>	\$41,828
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<b>Budgeted Expenditures in SFY 2024</b>	\$44,828
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<b>Total Expenditures</b>	<u>\$86,656</u>
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**Status**

Task Force Review

**Line Item Comment from KSDE**

Line Item ID: 294-3-0025

**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**

OES Instructional Supplies

**Account Number**

07-1000-610-02

**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**

Software for Learning Loss. Purchasing Elevate K-12.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
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<b>Budgeted Expenditures in SFY 2022</b>	\$0
--	-----

<b>Budgeted Expenditures in SFY 2023</b>	\$19,500
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<b>Budgeted Expenditures in SFY 2024</b>	\$0
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<b>Total Expenditures</b>	<u>\$19,500</u>
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**Status**

Task Force Review

Line Item ID: 294-3-0026

**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**

DCHS Instructional Supplies

**Account Number**

07-1000-610-04

**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**

Software for Learning Loss. Purchase Elevate K-12 for Students. Couldn't find a Spanish teacher after Covid had to use online resource for education.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
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<b>Budgeted Expenditures in SFY 2022</b>	\$0
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<b>Budgeted Expenditures in SFY 2023</b>	\$19,500
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<b>Budgeted Expenditures in SFY 2024</b>	\$0
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<b>Total Expenditures</b>	<u>\$19,500</u>
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**Status**

Task Force Review

**Line Item Comment from KSDE**

This line item does not qualify as part of the 20% Learning Loss.

Line Item ID: 294-3-0027

**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**

Technology Support

**Account Number**

07-2100-736-00

**Function Code**

2100 - Support Services (Students)

**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**

Technology Support for District. Hire outside source for technology due to the District having no Technology Director.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
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<b>Budgeted Expenditures in SFY 2022</b>	\$0
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<b>Budgeted Expenditures in SFY 2023</b>	\$16,000
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<b>Budgeted Expenditures in SFY 2024</b>	\$16,000
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<b>Total Expenditures</b>	<u>\$32,000</u>
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**Status**

Task Force Review

Line Item ID: 294-3-0028

**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**

Emergency Sub

**Account Number**

07-1000-111-02

**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**

Emergency Sub to help with Staffing. Help covering shortness of staff.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$13,500**Budgeted Expenditures in SFY 2024** \$13,500**Total Expenditures** \$27,000**Status**

Task Force Review

Line Item ID: 294-3-0029

**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**

Emergency Sub

**Account Number**

07-1000-111-04

**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**

Emergency Sub to help with Staffing. Help covering shortness of staff.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$13,500**Budgeted Expenditures in SFY 2024** \$13,500**Total Expenditures** \$27,000**Status**

Task Force Review

Line Item ID: 294-3-0030

**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**

OES Instructional Supplies

**Account Number**

07-1000-610-02

**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**

Talent Ed Software Education. Help with Professional development with staff and teachers and also help with education.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$5,000**Budgeted Expenditures in SFY 2024** \$3,650**Total Expenditures** \$8,650**Status**

Task Force Review

Line Item ID: 294-3-0031

**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**

DCHS Instructional Supplies

**Account Number**

07-1000-610-04

**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**

Talent Ed Software Education. Help with Professional development with staff and teachers and also help with education.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$5,000**Budgeted Expenditures in SFY 2024** \$3,650**Total Expenditures** \$8,650**Status**

Task Force Review

Line Item ID: 294-3-0032



**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 Support

**Account Number**

07-2100-736-00

**Function Code**

2100 - Support Services (Students)

**Object Code**

736 - Computers and Related Equipment (Including Software if bought as a package)

**Allowable Use**

9 - Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Technology Boards. Help with more interactive learning between Teachers and Students.

**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** \$45,000**Status**

Task Force Review

Line Item ID: 294-3-0033

**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**

Technology Support

**Account Number**

07-2100-736-00

**Function Code**

2100 - Support Services (Students)

**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**

Upgraded Chrome Books. Upgrading Chrome Books at the High School to help with interactive learning and certain programs need for education at the High School/Junior High Level.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$79,756**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$79,756**Status**

Task Force Review

Line Item ID: 294-3-0034

**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**

OES Teacher

**Account Number**

07-1000-111-02

**Function Code**

1000 - Instruction

**Object Code**

111 - Full-Time Certified Salaries

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Premium Pay May 12, 2023 &amp; December 13, 2023 (19 Teachers X \$500.00)

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$9,500**Budgeted Expenditures in SFY 2024** \$9,500**Total Expenditures** \$19,000**Status**

Task Force Review

Line Item ID: 294-3-0035

**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**

DCHS Teacher

**Account Number**

07-1000-111-04

**Function Code**

1000 - Instruction

**Object Code**

111 - Full-Time Certified Salaries

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Premium Pay May 12, 2023 &amp; December 13, 2023 (17 Teachers x \$500.00)

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$8,500**Budgeted Expenditures in SFY 2024** \$8,500**Total Expenditures** \$17,000**Status**

Task Force Review

Line Item ID: 294-3-0036

**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**

OES Custodial Salary

**Account Number**

07-2600-121-02

**Function Code**

2600 - Operation and Maintenance of Plant Services (All except Transportation)

**Object Code**

121 - Full-Time Non-Certified Salaries

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Premium Pay May 12, 2023 &amp; December 13, 2023 (2 Custodial Staff x \$500.00)

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$1,000**Budgeted Expenditures in SFY 2024** \$1,000**Total Expenditures** \$2,000**Status**

Task Force Review

Line Item ID: 294-3-0037

**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**

DCHS Custodial Salary

**Account Number**

07-2600-121-04

**Function Code**

2600 - Operation and Maintenance of Plant Services (All except Transportation)

**Object Code**

121 - Full-Time Non-Certified Salaries

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Premium Pay May 12, 2023 &amp; December 13, 2023 (2 Custodial Staff x \$500.00)

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$1,000**Budgeted Expenditures in SFY 2024** \$1,000**Total Expenditures** \$2,000**Status**

Task Force Review

Line Item ID: 294-3-0038

**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**

School Nurse

**Account Number**

07-2132-111-00

**Function Code**

2132 - Medical Services

**Object Code**

111 - Full-Time Certified Salaries

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Premium Pay May 12, 2023 &amp; December 13, 2023 (1 School Nurse x \$500.00)

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$500**Budgeted Expenditures in SFY 2024** \$500**Total Expenditures** \$1,000**Status**

Task Force Review

Line Item ID: 294-3-0039

**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**

DCHS Principal Salary

**Account Number**

07-2400-111-04

**Function Code**

2400 - Support Services (School Administration)

**Object Code**

111 - Full-Time Certified Salaries

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Premium Pay May 12, 2023 &amp; December 13, 2023 (1 DCHS Principal x \$500.00)

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$500**Budgeted Expenditures in SFY 2024** \$500**Total Expenditures** \$1,000**Status**

Task Force Review

Line Item ID: 294-3-0040

**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**

OES Aides Salary

**Account Number**

07-1000-121-02

**Function Code**

1000 - Instruction

**Object Code**

121 - Full-Time Non-Certified Salaries

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Premium Pay May 12, 2023 &amp; December 13, 2023 ( 3 Full time Aides x \$500.00 &amp; 14 Part Time Aides x \$250.00)

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$5,000**Budgeted Expenditures in SFY 2024** \$5,000**Total Expenditures** \$10,000**Status**

Task Force Review

Line Item ID: 294-3-0041

**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**

Dcj/shs Aides Salary

**Account Number**

07-1000-121-04

**Function Code**

1000 - Instruction

**Object Code**

121 - Full-Time Non-Certified Salaries

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Premium Pay May 12, 2023 &amp; December 13, 2023 (1 Full Time Aide x \$500.00 &amp; 4 Part- Time Aides x \$250.00)

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$1,000**Budgeted Expenditures in SFY 2024** \$1,000**Total Expenditures** \$2,000**Status**

Task Force Review

Line Item ID: 294-3-0042

**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**

OES Secretaries Salary

**Account Number**

07-2401-121-02

**Function Code**

2400 - Support Services (School Administration)

**Object Code**

121 - Full-Time Non-Certified Salaries

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Premium Pay May 12, 2023 &amp; December 13, 2023 (1 Secretary x \$500.00)

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$450**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$450**Status**

Task Force Review

Line Item ID: 294-3-0001

**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**

Transp Route Drivers Salary

**Account Number**

07-2720-122-00

**Function Code**

2720 - Monitoring Services

**Object Code**

122 - Part-Time Non-Certified Salaries

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Premium Pay May 12, 2023 &amp; December 13, 2023( 5 Part- Time Bus Drivers x \$250.00)

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$1,250**Budgeted Expenditures in SFY 2024** \$1,250**Total Expenditures** \$2,500**Status**

Approved

Line Item ID: 294-3-0002

**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**

OES Secretaries Salary

**Account Number**

07-2401-121-02

**Function Code**

2400 - Support Services (School Administration)

**Object Code**

121 - Full-Time Non-Certified Salaries

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Premium Pay May 12, 2023 &amp; December 13, 2023 (1 OES Principal x \$500.00)

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$500**Budgeted Expenditures in SFY 2024** \$500**Total Expenditures** \$1,000**Status**

Approved

Line Item ID: 294-3-0003

**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**

Dcj/shs Secretaries Salary

**Account Number**

07-2401-121-04

**Function Code**

2400 - Support Services (School Administration)

**Object Code**

121 - Full-Time Non-Certified Salaries

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Premium Pay May 12, 2023 &amp; December 13, 2023 (1 Secretary x \$500.00)

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$500**Budgeted Expenditures in SFY 2024** \$500**Total Expenditures** \$1,000**Status**

Approved

Line Item ID: 294-3-0004

**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**

Sec/treasurer Salary

**Account Number**

07-2501-121-01

**Function Code**

2500 - Central Services

**Object Code**

121 - Full-Time Non-Certified Salaries

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Premium Pay May 12, 2023 &amp; December 13, 2023 (1 District Secretary x \$500.00)

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$500**Budgeted Expenditures in SFY 2024** \$500**Total Expenditures** \$1,000**Status**

Approved

Line Item ID: 294-3-0005

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Administration Salary

**Account Number**

07-2300-111-01

**Function Code**

2300 - Support Services (General Administration)

**Object Code**

111 - Full-Time Certified Salaries

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Premium Pay May 12, 2023 &amp; December 13, 2023 (1 Superintendent x \$500.00)

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$500**Budgeted Expenditures in SFY 2024** \$500**Total Expenditures** \$1,000**Status**

Approved

Line Item ID: 294-3-0006



**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**

Food Service OES Cooks Salary

**Account Number**

07-3120-133-02

**Function Code**3120 - Food Preparation and  
Dispensing Services**Object Code**

121 - Full-Time Non-Certified Salaries

**Allowable Use**16 - Other activities necessary to  
maintain LEA operations and services  
and employ existing LEA staff.**Please describe the expenditures within the account and how they will address a COVID-19 need**

Premium Pay May 12, 2023 &amp; December 13, 2023 (2 Full time Cooks x \$500.00 &amp; 1 Part Time Cook x \$250.00)

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$1,250**Budgeted Expenditures in SFY 2024** \$1,250**Total Expenditures** \$2,500**Status**

Approved

Line Item ID: 294-3-0007

**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**

Food Service HS Cooks Salary

**Account Number**

07-3120-133-04

**Function Code**3120 - Food Preparation and  
Dispensing Services**Object Code**

121 - Full-Time Non-Certified Salaries

**Allowable Use**16 - Other activities necessary to  
maintain LEA operations and services  
and employ existing LEA staff.**Please describe the expenditures within the account and how they will address a COVID-19 need**

Premium Pay May 12, 2023 &amp; December 13, 2023 (3 Full Time Cooks x \$500.00 &amp; 1 Part Time Cook x \$250.00)

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$1,750**Budgeted Expenditures in SFY 2024** \$1,750**Total Expenditures** \$3,500**Status**

Approved

Line Item ID: 294-3-0008

**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**

Board Clerks Salary

**Account Number**

07-2500-121-01

**Function Code**

2500 - Central Services

**Object Code**

121 - Full-Time Non-Certified Salaries

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Premium Pay May 12, 2023 &amp; December 13, 2023 (1 Board Clerk x \$500.00)

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$500**Budgeted Expenditures in SFY 2024** \$500**Total Expenditures** \$1,000**Status**

Approved

Line Item ID: 294-3-0009

**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**

Grounds Keepers Salary

**Account Number**

07-2630-121-06

**Function Code**

2630 - Care and Upkeep of Grounds

**Object Code**

121 - Full-Time Non-Certified Salaries

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Premium Pay May 12, 2023 &amp; December 13, 2023 (1 Grounds Keeper x \$500.00)

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$500**Budgeted Expenditures in SFY 2024** \$500**Total Expenditures** \$1,000**Status**

Approved

Line Item ID: 294-3-0010

**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**

Adm Custodial Salaries

**Account Number**

07-2600-121-01

**Function Code**

2600 - Operation and Maintenance of Plant Services (All except Transportation)

**Object Code**

121 - Full-Time Non-Certified Salaries

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Premium Pay May 12, 2023 &amp; December 13, 2023 (1 Head Custodial x \$500.00)

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$500**Budgeted Expenditures in SFY 2024** \$500**Total Expenditures** \$1,000**Status**

Approved

Line Item ID: 294-3-0011

**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**

Transp Supervisor Salary

**Account Number**

07-2710-121-00

**Function Code**

2710 - Vehicle Operation

**Object Code**

121 - Full-Time Non-Certified Salaries

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Premium Pay May 12, 2023 &amp; December 13, 2023 (1 Transportation Director x \$500.00)

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$500**Budgeted Expenditures in SFY 2024** \$500**Total Expenditures** \$1,000**Status**

Approved

Line Item ID: 294-3-0012

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Tech Coordinator Salary

**Account Number**

07-2502-121-01

**Function Code**

2500 - Central Services

**Object Code**

121 - Full-Time Non-Certified Salaries

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Premium Pay May 12, 2023 &amp; December 13, 2023 (1Tech Director Part - Time x \$250.00)

**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**

Approved

# ESSER III APPLICATION FOR D0298

Status  
Approved

## KSDE Application Comments

KSDE has not confirmed the ESEA Evidence level for 20% set aside activities. Each district is responsible for documenting the evidence base and verifying that it meets the Evidence Based criteria as defined in ESEA. Please retain a link to the evidence that you are basing this on and which tiers of evidence it meets for future monitoring. Please see this link for more details <https://ies.ed.gov/ncee/wwc/essa>

## Current Directory Information

<u>District</u>	<u>Address</u>	<u>Mail Address</u>
Lincoln	133 E Lincoln Ave, Lincoln, KS 67455	PO Box 289, Lincoln, KS 674550289
<u>Superintendent Name</u>	<u>Superintendent E-mail Address</u>	<u>Superintendent Phone Number</u>
Scott Crenshaw	crenshaw.scott@usd298.com	(785) 524-4436

## Authorized Representative of the District Information

<u>Name</u>	<u>Position of Title</u>	<u>E-mail Address</u>	<u>Phone Number</u>
Scott Crenshaw	Superintendent	crenshaw.scott@usd298.com	(785) 524-4436

## Plan for Safe Return

Please paste a direct link of your school district's safe return plan that is posted on your website.

[https://core-docs.s3.amazonaws.com/documents/asset/uploaded\\_file/1340046/DOC003.pdf](https://core-docs.s3.amazonaws.com/documents/asset/uploaded_file/1340046/DOC003.pdf)

## Use of Funds for CDC Guidance

**How will the funds be used to implement prevention and mitigation strategies that are, to the greatest extent practicable, consistent with the most recent CDC guidance on reopening schools, in order to continuously and safely open and operate schools for in-person learning?**

USD 298 is working collaboratively with our county health department, KDHE, and others in order to keep abreast of guidance information and safety protocols to keep our district in person as much as possible. All of our efforts with ESSER III funds are focused on improving safety of our school environment through sanitation, improved HVAC systems and an increased focus on learning loss and remediation. Our admin team, board of education, as well as other stakeholders will determine the best use of ESSER III dollars, which will then be reviewed by KSDE for approval.

## Stakeholder Engagement

Engaging in Meaningful Consultation with Stakeholders (Please describe the ways you meaningfully consulted with each group listed below as part of the development of the district ESSER III Plan)

### Students

USD 298 has a student body comprise of the following subgroups: 51.2% free and reduced, our ethnicity is comprised of 2% Asian, 3% African American, 88% Caucasian, 6% Hispanic, and 1% Pacific Islanders. Our district recognizes that at risk students are most likely to experience learning loss throughout the pandemic. All student input is critical to our effective response to the pandemics impact on learning. In the fall semester of 2021, secondary students of USD 298 were encouraged to fill out a survey to express how they thought our ESSER 3 funds should be used to overcome any obstacles or challenges presented by the pandemic. There were very limited responses from students. Another survey was administered in March 2022. This survey had 151 of our 175 secondary students responding. The link to the survey is: [https://docs.google.com/forms/d/1VdhwuVVK9WgMyVMUDEG-cKpAQ4\\_FOt9h7tAAoKsWUXI/edit#responses](https://docs.google.com/forms/d/1VdhwuVVK9WgMyVMUDEG-cKpAQ4_FOt9h7tAAoKsWUXI/edit#responses) Based on these responses, the students identified increased technology, facilities upgrades for student health and expanding social emotional support as the top priorities for ESSER funding uses.

## **Families**

In the fall semester of 2021, USD 298 families at all grade levels K-12 were encouraged to participate in a survey to express their thoughts on how ESSER 3 funds could be used to overcome the learning challenges and obstacles the the pandemic has presented in USD 298. Our families expressed their need and concerns through the survey for improvements in HVAC to increase the air purification in our schools. Our secondary building is 27 years old with the original HVAC system. Parents responded that the HVAC needed to be upgraded to a higher filtering system and improved efficiencies. Parents also expressed that our technology needed to be upgraded to facilitate better remote learning and remediation of learning loss from home. Parents expressed that our schools needed upgrades in order to reduce the risk of transmission of the pandemic virus.

## **School and District Administrators including Special Education Administration**

Administration meetings have been held on a weekly basis to discuss needs that would qualify for ESSER funding. Teacher retention, air quality, technology, a school nurse, at-risk para support and premium pay were identified as the top areas of concern. Special education coop meetings were held regularly to provide input on how to best utilize ESSER 3 funding.

## **Teachers, Principals, School leaders, other Educators, School Staff and their Unions**

Faculty meetings were held to discuss the priorities of needs that would fall under ESSER funding protocols. These meetings were held in person with staff, administration, and the superintendent. A survey was also shared with the entire staff of USD 298 in order to gather feedback on ESSER 3 funds usage. ESSER 3 was also discuss with the bargaining unit of USD 298 in order to gain input on utilizing ESSER 3 funds for premium pay for teacher retention. The identified needs through these interactions were technology, air quality, and premium pay for retention of staff and continuity of learning for students.

## **Tribes**

Research on the bia.gov website does not identify any tribes in Lincoln County USD 298. Further research at <https://www.ncai.org/tribal-directory> does not identify any tribes in Lincoln County USD 298

## **Civil Rights Organization including Disability Rights Organizations**

Communication with the City Commissioners, County Commissioners, Chamber of Commerce, and the Lincoln County Economic Development Department all resulted in the same conclusion, that there were no civil rights or disability rights organizations in Lincoln County. The superintendent attempted to contact ACLU-Kansas and Kansas Action for Children but has yet to receive a response.

## **Stakeholders representing the interests of children with disabilities, English Learners, children experiencing homelessness, children in foster care, migratory students, children who are incarcerated, and other underserved students**

As the superintendent, I am responsible for foster care students, homeless students, etc. I am the advocate for these groups and I have spoken with our families of homeless students to gain an increased knowledge of the challenges and needs of our homeless population. I work with Allie Webb at St. Francis Ministries with our foster care students. We have discussed the importance of investing in social emotional support for foster students and the importance of having up to date curriculum and progress monitoring tools to best assess and serve foster students. USD 298 works very closely with our SPED coop in evaluating needs and implementing solutions for our students with disabilities. Lincoln USD 298 does not experience a high level of migratory students or children who are incarcerated.

## **Provide the public the opportunity to provide input and take such input into account**

Our community of USD 298 was encouraged to participate in a survey that was shared in the Fall semester of 2021 in order to have input in the best use of ESSER 3 funding to address impacts that the pandemic created. Our community members expressed that we needed to increase and provide better mental health services for our students and also that we needed to address and improve learning loss among our students.

## **Use of Funds for Learning Loss Set Aside and The Rest of The Allocation**

**Please briefly describe the impacts of COVID-19 on the district and its Pre-K through 12 students, including any relevant data where possible (e.g., cost impact, learning loss, emotional impact on students). If there has been a disproportionate impact on a special population in the district (e.g., students with disabilities, English Learners, students in foster care, students in poverty, etc.), please describe the impact and provide the number of Pre-K through 12 students in that population.**

USD 298 was able to maintain almost 100% in person teaching throughout the 2020-2021 school year. We had 2 sports teams quarantined, and 2 grade levels of elementary students quarantined. We had several students remote learning due to health issues. Due to the fact that we did not have a major impact from remote learning, our students were able to maintain appropriate levels of learning as our testing data showed. Our district had a mask mandate for the 2020-2021 school year. We do have concern with social emotional impacts on students from the stress associated with COVID. Unemployed parents, reductions of income, and the uncertainty of the future created stress and trauma for our students and staff. We began working in the spring to partner with Central Kansas Mental Health to bring therapeutic counseling and case management into the district at our buildings. We were able to begin the 2021-2022 school year with this social emotional support in place for our students and staff. There currently is a high level of anxiety as we wait to see what the COVID variants will do to our community and our schools.

**How the LEA will use the funds it reserves under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year? (Provide specific references to evidence-based interventions that meet one of the four tiers of evidence, as defined in Sec. 8101(21) of ESEA)**

We have, and will continue to use ESSER funds to replace very old and outdated curriculum to support students and staff with state standard aligned curriculum to remediate learning loss among students affected by COVID circumstances. We also have a plan for increasing our technology in classrooms to match the new curriculum and take advantage of all of the resources available with new curriculum (most of it is very "on-line" focused). USD 298 had increased its focus on progress monitoring by purchasing FastBridge in order to quickly identify gaps in learning and adjust teaching strategies to make sure students are brought up to speed to the correct levels of learning. Professional development with the FastBridge system will continue for faculty and staff. Professional development for teaching staff will be enhanced through research based programs, such as Kagan Strategies, Big Idea Math and LETRS training to equip our staff with the tools they need for diverse teaching strategies, remediation strategies, and identification of struggling students.

**How the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act?**

USD 298 will use remaining ESSER funds to prioritize response to stakeholder input. USD 298 will focus on air quality by replacing 26 year old HVAC systems with efficient ion air purifying HVAC replacement units. Windows and doors at the Junior Senior High School will be replaced with units that allow fresh air to be brought into the classroom. Technology upgrade such as interactive smart boards will be purchased in order to take full advantage of new curriculum and the online components of new curriculum. This technology will also allow us to be better equipped for remote learning if the transition to remote is necessary.

**How the LEA will ensure that the interventions it implements, including but not limited to the interventions under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time, will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students disproportionately impacted by the COVID-19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students.**

Every identified area from our stakeholder input will impact all students, but will be most impactful for those students who experienced learning loss, trauma, and the need for remediation. The mechanical upgrades will provide purified ion generating air for our entire jr/sr high school building. Our technology upgrades will allow students to utilize modern systems for learning and remediation. Our partnership with a mental health association will allow us to not only identify social emotion issues, but to be able to address those issues in our buildings for all students.



## Allocations

	Direct Allocation	True Up Allocation	Total Allocation		20% Minimum
ESSER III Allocations	\$554,985	\$0	\$554,985	ESSER III Allocations	\$110,997
Approved Total	\$382,600	\$0	\$382,600	Approved Total	\$0
Amount Left	\$172,385	\$0	\$172,385	Amount Still Needed	\$110,997
In Review Total	\$54,444	\$0	\$54,444	In Review Total	\$44,672
Amount Left	\$117,941	\$0	\$117,941	Amount Still Needed	\$66,325

## Line Items

ID	Allocation Type	Learning Loss	Function Code	Object Code	Allowable Use	Total Expenditures	Status
298-3-0007	Direct	True	1000	110	11A	\$1,824	Task Force Review
298-3-0008	Direct	True	1000	200	11A	\$311	Task Force Review
298-3-0009	Direct	True	1000	120	11A	\$2,180	Task Force Review
298-3-0010	Direct	True	1000	644	12	\$40,357	Task Force Review
298-3-0011	Direct	False	2400	591	3	\$1,450	Task Force Review
298-3-0012	Direct	False	2400	700	3	\$3,322	Task Force Review
298-3-0013	Direct	False	2000	320	8	\$5,000	Task Force Review
298-3-0001	Direct	False	1000	110	16	\$99,650	Approved
298-3-0002	Direct	False	1000	120	16	\$61,950	Approved
298-3-0003	Direct	False	3100	700	13	\$17,000	Approved
298-3-0004	Direct	False	1000	700	9	\$64,000	Approved
298-3-0005	Direct	False	2600	700	14	\$90,000	Approved
298-3-0006	Direct	False	2600	700	14	\$50,000	Approved

## Line Item Details

Line Item ID: 298-3-0007

**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**

Wages

**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 for certified teachers during summer school session

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$1,080**Budgeted Expenditures in SFY 2023** \$744**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$1,824**Status**

Task Force Review

**Line Item Comment from KSDE**

New Line Item

Line Item ID: 298-3-0008

**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**

Payroll Taxes

**Account Number**

7

**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**

Payroll taxes for summer school employees

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$212**Budgeted Expenditures in SFY 2023** \$99**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$311**Status**

Task Force Review

**Line Item Comment from KSDE**

New Line Item

Line Item ID: 298-3-0009

**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**

Wages

**Account Number**

7

**Function Code**

1000 - Instruction

**Object Code**

120 - Regular Non-Certified Salaries

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Wages for instructional aides during summer school

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$1,651**Budgeted Expenditures in SFY 2023** \$529**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$2,180**Status**

Task Force Review

**Line Item Comment from KSDE**

New Line Item

Line Item ID: 298-3-0010

**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**

Curriculum

**Account Number**

7

**Function Code**

1000 - Instruction

**Object Code**

644 - Textbooks

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Addressing learning loss with remediation curriculum and supplemental curriculum to include, Reflex Math \$9707.50, Learning A-Z \$250.00, Imagine Learning \$5150.00, Lexia \$4000.00, Really Great Reading \$10,596.20, Primary Phonics \$97.00, Mathseeds \$2823.00, Savvas consumables \$4662.50, Frog Street \$3,070.43.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$40,357**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$40,357**Status**

Task Force Review

Line Item ID: 298-3-0011

**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**

Administrative Professional Services

**Account Number**

7

**Function Code**

2400 - Support Services (School Administration)

**Object Code**

591 - Services Purchased from Another LEA or Educational Service Agency Within the State

**Allowable Use**

3 - Providing principals and other school leaders with resources to address individual school needs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Greenbush membership for administrative services and support when dealing with COVID 19 issues in the district which may include remote learning strategies, staff shortages, etc.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
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<b>Budgeted Expenditures in SFY 2022</b>	\$0
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<b>Budgeted Expenditures in SFY 2023</b>	\$1,450
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<b>Budgeted Expenditures in SFY 2024</b>	\$0
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<b>Total Expenditures</b>	<u>\$1,450</u>
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**Status**

Task Force Review

**Line Item Comment from KSDE**

Please provide a COVID tie for this expenditure.

Line Item ID: 298-3-0012

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Technology

**Account Number**

7

**Function Code**

2400 - Support Services (School Administration)

**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**

Purchase 2 Microsoft Surface computers for administration mobility between buildings to cover staff shortages due to illness from COVID 19.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
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<b>Budgeted Expenditures in SFY 2022</b>	\$0
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<b>Budgeted Expenditures in SFY 2023</b>	\$3,322
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<b>Budgeted Expenditures in SFY 2024</b>	\$0
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<b>Total Expenditures</b>	<u>\$3,322</u>
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**Status**

Task Force Review

Line Item ID: 298-3-0013

**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**

Professional Services

**Account Number**

7

**Function Code**

2000 - Support Services

**Object Code**

320 - Professional-Education Services

**Allowable Use**

8 - Planning for and coordinating during long-term closures, including on how to provide meals, technology for online learning, guidance for carrying out IDEA requirements, and providing educational services consistent with applicable requirements.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Greenbush SIS Services which provide support and strategies dealing with COVID ramifications in our district. This support allows our district to respond to remote learning needs and implementation and also staff shortages due to COVID illness.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$5,000
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$5,000</u>

**Status**

Task Force Review

Line Item ID: 298-3-0001

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Certified Salary

**Account Number**

7

**Function Code**

1000 - Instruction

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Premium pay is necessary and reasonable given the continuing increase in job duties, not only with identification of learning loss and remediation from the initial COVID impact and now the COVID Delta variety, but also the extra duties required for classroom sanitation. Certified personnel will be responsible for additional classroom sanitation which will increase their job related duties. We would like approval to offer a tiered premium pay program to our certified staff. We would increase the premium pay every year. The purpose of this request is that we are very challenged with finding and keeping staff. Premium pay incentive would allow us to recruit and retain desperately needed staff. Premium pay would also allow us to maintain a continuity of learning in our classrooms, especially as we identify and remediate learning loss among students. For the next few years, continuity of learning with staff members that know our students is critical for our success. We have developed a map of our premium pay program that divides our salary schedule in thirds. Teachers in the first tier (steps 2-9 on the salary schedule) would receive premium pay of \$750, \$950, and \$1150 each year for 3 years. Teachers in our second tier (steps 10-18 on our salary schedule) would receive premium pay of \$950, \$1150, and \$1350 each year for 3 years. Teachers in our third tier (steps 19+ on our salary schedule) would receive \$1150, \$1350, and \$1550 over the three year period.

<b>Budgeted Expenditures in SFY 2021</b>	\$27,150
<b>Budgeted Expenditures in SFY 2022</b>	\$33,150
<b>Budgeted Expenditures in SFY 2023</b>	\$39,350
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	\$99,650

**Status**

Approved

Line Item ID: 298-3-0002

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Wages

**Account Number**

7

**Function Code**

1000 - Instruction

**Object Code**

120 - Regular Non-Certified Salaries

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

We are seeking approval for premium pay for our classified staff members who are the backbone of our cleaning and sanitizing operations for USD 298. All of our classified personnel have taken on extra duties that are COVID related and essential to continued operations of our district during this pandemic. We have developed a tiered system of premium pay over a three year span. The premium pay will help us to keep our current staff in order to maintain continuity in our operations and maintenance of our school system. Besides retaining our current staff, this premium pay for extra duty COVID related issues will aid in recruitment of new staff as necessary. Upon approval for this expense, our classified personnel will be eligible for premium pay in the amounts of \$750, \$950, and \$1250 over the next three years.

<b>Budgeted Expenditures in SFY 2021</b>	\$15,750
<b>Budgeted Expenditures in SFY 2022</b>	\$19,950
<b>Budgeted Expenditures in SFY 2023</b>	\$26,250
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	\$61,950

**Status**

Approved

Line Item ID: 298-3-0003

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Furniture/Equipment

**Account Number**

7

**Function Code**

3100 - Food Service Operations

**Object Code**

700 - PROPERTY

**Allowable Use**

13 - School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Purchase individual seating lunch tables for our elementary school cafeteria. Currently students are on bench seats and migrate to unsafe distances during lunch. Individual seat tables would allow students to maintain social distancing during lunch and not slide close together or overpopulate a table risking transmission of COVID among the student population.

<b>Budgeted Expenditures in SFY 2021</b>	\$17,000
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$17,000</u>

**Status**

Approved

Line Item ID: 298-3-0004



**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Technology

**Account Number**

7

**Function Code**

1000 - Instruction

**Object Code**

700 - PROPERTY

**Allowable Use**

9 - Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

We are seeking approval for NewLine Interactive Boards for 20 of our classrooms. We have purchased new core curriculum k-12 and there are large portions that are online content. We need these smart boards in order to maximize the use of this new curriculum, addressing learning loss and remediation in a timely manner, and also to prepare for any remote learning or closure due to the COVID Delta variant.

<b>Budgeted Expenditures in SFY 2021</b>	\$64,000
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$64,000</u>

**Status**

Approved

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER

**Account Number**

07

**Function Code**

2600 - Operation and Maintenance of Plant Services (All except Transportation)

**Object Code**

700 - PROPERTY

**Allowable Use**

14 - Inspection, testing, maintenance, repair, replacement and upgrade projects to improve the indoor air quality in school facilities.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

We were approved for our Capital Improvement Project of our gymnasium HVAC on ESSER 2. We do not have enough remaining funds in Esser 2 to complete the project. Our gymnasium currently has two direct fire heating units on the roof that have no filtration and direct carbon monoxide into our gymnasium. When the carbon monoxide reaches a certain level, an exhaust fan removes the heated air/gas and the process starts over. We are wanting to install new HVAC units with filtration and ion cleansing modules. We need this funding from ESSER 3 to complete the project as cost of goods has increased approximately 30% since the beginning of ESSER 2.

<b>Budgeted Expenditures in SFY 2021</b>	\$90,000
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$90,000</u>

**Status**

Approved

Line Item ID: 298-3-0006

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER 3

**Account Number**

07

**Function Code**

2600 - Operation and Maintenance of Plant Services (All except Transportation)

**Object Code**

700 - PROPERTY

**Allowable Use**

14 - Inspection, testing, maintenance, repair, replacement and upgrade projects to improve the indoor air quality in school facilities.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

This request for funds is a continuation of the HVAC project at Lincoln Junior Senior High School. The requested funds are to purchase additional roof top HVAC units for air quality improvement with greater filtration capabilities as well as ultra violet light sanitation systems in the HVAC units. The capital improvement process and documents were submitted under ESSER 2 for this project and are still relevant and applicable.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$50,000
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$50,000</u>

**Status**

Approved

**Line Item Comment from KSDE**

Allowable if meets CDC guidelines

# ESSER III APPLICATION FOR D0309

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>
Nickerson	4501 West Fourth, Hutchinson, KS 675019131	4501 West Fourth, Hutchinson, KS 675019131
<u>Superintendent Name</u>	<u>Superintendent E-mail Address</u>	<u>Superintendent Phone Number</u>
Curtis Nightingale	<a href="mailto:cnightingale@usd309ks.org">cnightingale@usd309ks.org</a>	(620) 663-7141

## Authorized Representative of the District Information

<u>Name</u>	<u>Position of Title</u>	<u>E-mail Address</u>	<u>Phone Number</u>
Curtis L Nightingale	Superintendent	<a href="mailto:cnightingale@usd309ks.org">cnightingale@usd309ks.org</a>	(620) 663-7141

## Plan for Safe Return

Please paste a direct link of your school district's safe return plan that is posted on your website.

[https://core-docs.s3.amazonaws.com/documents/asset/uploaded\\_file/1394497/2021\\_panther-playbook-back-to-school-plan-2021\\_3\\_1.pdf](https://core-docs.s3.amazonaws.com/documents/asset/uploaded_file/1394497/2021_panther-playbook-back-to-school-plan-2021_3_1.pdf)

## Use of Funds for CDC Guidance

**How will the funds be used to implement prevention and mitigation strategies that are, to the greatest extent practicable, consistent with the most recent CDC guidance on reopening schools, in order to continuously and safely open and operate schools for in-person learning?**

We will be using a multi-faceted approach covering several aspects of our operations including Transportation, Facilities, Instruction/Instructional Support, Social-Emotional Intervention Strategies, and Staff Supports.

### Transportation

- One, multi-passenger van: We use either larger buses or regular cars/vans to transport students for various school-related activities. The use of a 70+ passenger bus has been effective when transporting students to school or teams to events through our ability to socially distance inside of the larger buses. When transporting smaller groups of students (15 or less) for either IDEA-related activities, or other school-related functions, the buses are impractical and smaller vans and cars do not provide the distance needed to provide safety for students or staff. The purchase of a multi-passenger transit van could serve this purpose and would also allow us to use drivers without CDLs to perform these tasks providing us greater staffing flexibility.
- Food Service Vehicle: Due to food supply chain issues brought on by the pandemic, our food service department is having to spend an inordinate amount of time driving to remote locations to secure the food items necessary to provide daily meals for students and staff. We have had to commandeer our Tech Van for this purpose. The purchase of a deliver-styled van would allow greater cargo room and space for these deliveries to occur.
- Our nursing staff is having to use personal vehicles to travel between building locations (15 miles) to accommodate test-to-stay protocols. A dedicated nursing vehicle would provide greater flexibility.

## Facilities

- Ventilation upgrades – RTUs
  - Upgrade current systems with higher-volume units for better airflow to accommodate in-person learning.
  - Add units to the shop areas to improve ventilation and air movement. The antiquated system is not keeping up with the added demand we have seen in our shop areas. As enrollment increases due in large part to family attitudes changing about trades vs post-secondary schooling, our CTE programs are struggling to accommodate the added numbers.
- Upgrades and improvements to our library to accommodate our Panther Den for FBLA and our Safe Space initiative. Our location is a very small area which does not provide proper safe distancing and airflow for student safety. This area serves two distinct purposes: 1) The "Safe Space" initiative allows students an opportunity to take a time-out within our building when dealing with various issues both at school and at home. 2) Our FBLA offers coffees and snacks as a way to offset the costs of their afterschool activities. These renovations will include plumbing, electrical, and furnishings to move this area into an unused portion of the library.

## Instruction/Instructional Support

- iReady - Adaptive Reading Program: (Research Based: <https://stateoflearning.curriculumassociates.com/>)
  - In response to the concerns of our constituents, an adaptive reading program will provide us with the very type of the prescriptive curriculum we need to identify and meet the needs of our struggling students through a tutoring styled intervention that will dovetail nicely with our current multi-tiered system of support (MTSS) at all levels.
- Summer School:
  - Again, in response to the concerns of our constituents, enhancing our current summer school programming to allow for a greater number of students to participate.
- Enhanced Tutoring Offerings:
  - This is mainly staffing to utilize the Adaptive Reading Program.
- Cognitive Coaching Training:
  - Staff support to ensure a high level of instruction is occurring in the classroom, as well as through tutoring and summer school.
- Additional 4th-Grade Teaching Position:
  - Due to increased enrollment numbers at South Hutchinson Elementary, we used ESSER II dollars to increase the number of sections in fourth grade providing smaller class sizes for social distancing and better teacher-student ratio. With 24% of our fourth-grade students falling into the "high-risk" category, we would like to continue this practice moving forward and while we have grown in this building, we have shrunk in others making it difficult to cover this added expense within our current, shrinking budget.
- Social Institute:
  - Another ESSER II holdover, this program provides support and training for students in cyber-safety.
- Powerschool University:
  - Travel and training to provide more in-depth knowledge on the uses of our Student Information System. This will help us to ensure our state reporting through KIDS is as accurate as possible to ensure correct funding and reporting is being done with the growth of virtual learning academies, and the number of absences being reported due to illness and quarantines.
- Lexia Learning System:
  - Literacy programming that includes curriculum, training, and supports to ensure learning loss and learning gaps are caught, identified, and filled in a timely manner.

## Social-Emotional Intervention Strategies

- Play Therapy Training: We are currently offering group therapy via our Zen Den program. Zen Den staff use specific curriculum to teach skills related to executive functioning, emotional awareness, self-regulation, and calming strategies based on the Collaborative for Academic, Social, and Emotional Learning (CASEL) core competencies. The addition of Play Therapy is a game-changer for younger students.
  - Play Therapy is defined by the Association for Play Therapy as "the systematic use of a theoretical model to establish an interpersonal process wherein trained Play Therapists use the therapeutic powers of play to help clients prevent or resolve psychosocial difficulties and achieve optimal growth and development." It is an evidence-based approach to therapy with many, peer-reviewed, published studies.
- Outdoor Playground Equipment Upgrade
  - In addition to the play therapy programming, additional outdoor spaces need to be cultivated to provide fresh air options for play and outdoor classroom opportunities.

- Alternative Afterschool Programming
  - The research on student engagement in school activities outside of the school day and how they correspond to student success and attendance, as well as social-emotional well-being, is well documented. We have a growing number of students who have no interest in the traditional activities we offer and with the isolation the pandemic brought with it, many students struggle to find healthy alternatives to being alone-especially after school. Kansas students in grades 10 and 12 outpaced the rest of the nation by nearly 6% reporting feelings of depression; and our district was nearly 8% higher than the state average. Another example is the question, "Have you ever seriously thought about killing yourself?" Our district saw an increase of over 15% from 2020 and was higher than the state average by nearly 7%.

#### Staff Supports

- Retention Pay: Due to the increased demands on staff during the pandemic and the subsequent response protocols associated with the return to learning, many educators are choosing to leave the profession. Feelings of underappreciation, despair, and financial strain related to their personal experiences with the outbreak have left staff doubtful about their role in what we do. The opportunity to provide retention funds to staff to reward their efforts, co

## Stakeholder Engagement

Engaging in Meaningful Consultation with Stakeholders (Please describe the ways you meaningfully consulted with each group listed below as part of the development of the district ESSER III Plan)

### Students

Of the students (7th-12th) we contacted, less than 2% responded to the survey. Student responses centered around the impact prior mitigating responses had on them physically, emotionally, and mentally. Responses ranged from "Just get everyone vaccinated" to "Be smart and stay protected." On questions related to ideas and suggested ways to address current student needs and learning losses, no concrete suggestions were offered.

Focus group meetings were hosted at the District Offices for two student groups, 1) Student leaders in the form of class officers and STUCO members and 2) Non-appointed student leaders nominated by staff. The same questions were posed to them in a workgroup fashion to allow them to brainstorm solutions and ideas. Most of those ideas centered around student choice and frustrations with mitigation strategies. Again, no real actionable ideas were gathered.

\*\*

[A response survey was developed and posted to our district's website, all social media outlets (Facebook, Twitter, Instagram), as well as being emailed to every staff member, student, parent, and patron we have addresses for. In the survey, we requested identifying information so we could categorize the responses by stakeholder. Other questions focused on the impact of the pandemic on students and the community, suggested interventions to address the academic, social-emotional, and mental health needs of all students, and particularly those students disproportionately impacted by the COVID-19 pandemic and sub-groups. Finally, suggestions for other ways to address learning loss and to fill learning gaps were sought.]

### Families

Of our responses, 63.8% were from Parents/Guardians. Family responses varied but the vast majority were focused on the need to keep students in school and to allow parents to determine whether their child wears a mask. Most comments were critical of the remote-learning concept, questioning whether their child learned anything at all. Many addressed what they felt was the negative social-emotional impact of remote learning and the feelings of isolation. Many others detailed the financial and mental impact it had on themselves and their families having the students cooped up at home alone for weeks. As for masking at school, the overwhelming majority opposed this. Comments ranging from dehumanizing students to stripping parents of their ability to parent were common.

On questions related to ideas and suggested ways to address current student needs and learning losses, many suggested summer school, individual tutoring during the school day, and even extending the school year to compensate for days lost to quarantines or closures.

Focus group meetings were hosted at the District Offices for parents who were nominated and then agreed to participate. Some were part of building site councils but, any others were not. Attendance was poor, but many of the same themes continued to permeate the meetings. Tutoring, summer school and personal choice were the dominant themes from these meetings as well.

\*\*

[A response survey was developed and posted to our district's website, all social media outlets (Facebook, Twitter, Instagram), as well as being emailed to every staff member, student, parent, and patron we have addresses for. In the survey, we requested identifying information so we could categorize the responses by stakeholder. Other questions focused on the impact of the pandemic on students and the community, suggested interventions to address the academic, social-emotional, and mental health needs of all students, and particularly those students disproportionately impacted by the COVID-19 pandemic and sub-groups. Finally, suggestions for other ways to address learning loss and to fill learning gaps were sought.]

### **School and District Administrators including Special Education Administration**

All administrators were involved in the creation and dissemination of the data and all completed the survey. As they were a part of the application process, the Administrators (including Building Leaders) could be further polled as to their thoughts and ideas related to these topics. Their input makes up the majority of this application.

The majority of responses put a premium on in-person learning. Support for continued mitigations and creative solutions to ensure staff and student safety were mentioned repeatedly. Another theme that dominated responses was access to mental health services. With cost and access being major hurdles, ideas that provided access and opportunities to seek services were stressed as an important component of any plan moving forward.

The Reno County Education Cooperative Executive Director responded personally to my request for information. She indicated the biggest issue with special education is finding and keeping qualified staff. She believes that aligns with our retention bonus. She also the need for continued training in high-leverage practices in special education which she thought aligns with our desire for training in Visible Learning. Finally, she thought we also need to continue to identify curriculum that meets the needs of students and creative ways to serve them as we are attempting to address through our curriculum enhancement items.

\*\*

[A response survey was developed and posted to our district's website, all social media outlets (Facebook, Twitter, Instagram), as well as being emailed to every staff member, student, parent, and patron we have addresses for. In the survey, we requested identifying information so we could categorize the responses by stakeholder. Other questions focused on the impact of the pandemic on students and the community, suggested interventions to address the academic, social-emotional, and mental health needs of all students, and particularly those students disproportionately impacted by the COVID-19 pandemic and sub-groups. Finally, suggestions for other ways to address learning loss and to fill learning gaps were sought.]

### **Teachers, Principals, School leaders, other Educators, School Staff and their Unions**

Each member of each sub-group listed received both a copy of our ESSER II survey, as well as took part in group discussions related to ESSER spending ideas. Of those, KNEA members accounted for 10.4% of responses and non-KNEA members represented 7.4% (this does not include those who identified as both staff AND parent (totaling less than 2% of total respondents.) The majority of responses put a premium on in-person learning. Support for continued mitigations and creative solutions to ensure staff and student safety were mentioned repeatedly. Another theme that dominated responses was access to mental health services. With cost and access being a major hurdle, ideas that provided access and opportunities to seek services were stressed as an important component of any plan moving forward.

\*\*

[A response survey was developed and posted to our district's website, all social media outlets (Facebook, Twitter, Instagram), as well as being emailed to every staff member, student, parent, and patron we have addresses for. In the survey, we requested identifying information so we could categorize the responses by stakeholder. Other questions focused on the impact of the pandemic on students and the community, suggested interventions to address the academic, social-emotional, and mental health needs of all students, and particularly those students disproportionately impacted by the COVID-19 pandemic and sub-groups. Finally, suggestions for other ways to address learning loss and to fill learning gaps were sought.]

## **Tribes**

We identified 20 families who reported Native American descent on their enrollment demographics. We sent an impact survey to each family to collect their input on our plan.

We received one response. It indicated in-person learning and utilizing after-school programming as preferred methods of recovery.

## **Civil Rights Organization including Disability Rights Organizations**

The following organizations were contacted for specifics on whom to contact to gather the information needed:

- ACLU of Kansas
- Kansas Action for Children
- NAACP of Kansas
- The United Way

We only received one response indicating they preferred not to participate.

## **Stakeholders representing the interests of children with disabilities, English Learners, children experiencing homelessness, children in foster care, migratory students, children who are incarcerated, and other underserved students**

Internally, our ESOL teacher and Homeless/Foster Care Liason were both a part of our information gathering. In addition, the following external organizations were contacted for specifics on whom to contact to gather the information needed:

- El Centro - Latino Youth
- St. Francis - Foster Youth
- Families Together - Disabilities/Special Health Needs
- Youth On Their Own - Homeless
- St. Francis - Foster Youth
- Families Together - Disabilities/Special Health Needs

Most of the external organizations failed to respond (El Centro and St. Francis were the sole respondents) but the information we did collect echoed the responses of many of the other stakeholder groups regarding keeping students in person as much as physically possible was stressed. Comments related to the damage virtual learning had on ESL students and those with various types of disabilities were common. Again, the mental and social-emotional toll the remote style of learning had on these students was described.

## **Provide the public the opportunity to provide input and take such input into account**

Two general, public forums were held. While poorly attended, these sessions mainly focused on the financial impact remote learning had on the community and how much the employment sector values work skills related to teaming and group participation--skills that cannot be learned in a remote setting.

## **Use of Funds for Learning Loss Set Aside and The Rest of The Allocation**



**Please briefly describe the impacts of COVID-19 on the district and its Pre-K through 12 students, including any relevant data where possible (e.g., cost impact, learning loss, emotional impact on students). If there has been a disproportionate impact on a special population in the district (e.g., students with disabilities, English Learners, students in foster care, students in poverty, etc.), please describe the impact and provide the number of Pre-K through 12 students in that population.**

USD 309 Nickerson/South Hutchinson has experienced an impact on learning and the social-emotional well-being of both students and staff due to COVID-19 and the corresponding mitigations since March of 2020. As a small-to-midsized district that averages right at 1,200 students each year, we now have four years' worth of students who have been affected in various ways due to the pandemic. More than 100 students chose not to return to school and remain in a remote learning environment, either through our virtual academy or have left the district completely for another online program.

Extra measures have been taken each year to ensure a quality education for our students. According to the Kansas Communities That Care Survey, our district has seen a 7% increase in "low commitment to school." We were experiencing an increase in math proficiency until students went remote and hybrid. iReady diagnostics for the winter of 2020 (prior to covid) listed 14% in the "at-risk" range and when students returned in the fall of 2020, we had a jump of 46% in the "at-risk" range. This is more than the typical 'summer slide' that we have experienced in the past. The district updated the reading assessments so a comparison from winter assessment to fall isn't available however, the fall data shows that 39% of the USD 309 students fall in the "at-risk" range. We did note an increase in the growth once the students were back to onsite learning. There has also been a decisive negative impact on those students whose parents chose to keep them home from our 3-year-old and preschool programs over the past two years due to COVID versus those who participated.

In addition to learning loss, we have experienced an increase in custodial and maintenance costs since returning to onsite learning. Additional measures have been taken to ensure the safety of staff and students. These costs come in the area of supplies, labor due to the additional cleaning, and leave--staff falling ill to either COVID or other non-related illnesses.

Our attempts to keep students in person for learning, combined with the myriad of mitigation protocols required to do so safely, have put a strain not only on our students, staff, and families but also on our budget.

The impact all of this is having on the social-emotional well-being of our students and staff is alarming. In a recent Kansas Communities That Care (KCTC) survey, we saw increases across the board related to this. Feelings of uncertainty, depression and anxiety are growing exponentially. For example, while Kansas students in grades 10 and 12 outpaced the rest of the nation by nearly 6 percentage points reporting feelings of depression ("...ever feel so sad or hopeless almost every day for two weeks or more in a row...") our district was nearly 8% higher than the state average. Another example is the question, "Have you ever seriously thought about killing yourself?" Our district saw an increase of over 15% from 2020 and was higher than the state average by nearly 7%. This does not address these same factors for our staff who worry about taking the anxiety or even the virus home to their loved ones each night.

The amount of sick leave, sub pay, and overtime/extra-duty pay is taking its toll. As we race to determine better ways to prevent exposures and contamination, our staff is being asked to take on more and more responsibility. Teachers, administrators, custodians, cooks, and our nurses have been stretched to their breaking point. Last year, staff used 3,029 hours of FMLA leave time dealing with either quarantines or sickness--staff worked an additional 1,072 hours from home remotely. This problem is compounded by the shortage of quality substitute teachers. Whether fear of working in the schools during the pandemic or just a general shortage in the workforce, teachers taking leave create hardships for their peers as they will be forced to cover multiple sections, often sacrificing their own plan and lunchtimes.

**How the LEA will use the funds it reserves under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year? (Provide specific references to evidence-based interventions that meet one of the four tiers of evidence, as defined in Sec. 8101(21) of ESEA)**

Each of the items listed within the Instruction/Instructional Supports section of our plan (41.5% of total expenditures) is specifically listed within the federal guidelines of allowable uses. Adaptive Reading Programs (designed to identify and adapt to the reading deficiencies detected/MTSS), Summer School (increased time-on-task), After-School Tutoring (increased time-on-task), Prescriptive Literacy Curriculum and Training, and Specialists trained to identify and track student academic loss are all a part of our plan.

In addition, the Cognitive Training and Professional Development contained within our plan are all designed to further prepare our staff to provide much-needed scaffolding and support.

### **How the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act?**

Our planned Social-Emotional Intervention Strategies program (29% of total expenditures) has been developed from a research-based model.

- Play Therapy is defined by the Association for Play Therapy as "the systematic use of a theoretical model to establish an interpersonal process wherein trained Play Therapists use the therapeutic powers of play to help clients prevent or resolve psychosocial difficulties and achieve optimal growth and development." It is an evidence-based approach to therapy with many, peer-reviewed, published studies.

Additional ESSER funds will support the improvement of indoor air quality through ventilation upgrades (31%) and are specifically mentioned throughout the federal guidelines.

### **How the LEA will ensure that the interventions it implements, including but not limited to the interventions under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time, will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students disproportionately impacted by the COVID-19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students.**

The impact of new and prior ESSER funding will be monitored through an ongoing review of our data. Academic needs will be reviewed through the use of FastBridge (Fall, Winter, and Spring) and the summative scores on the annual Kansas Assessment. Social, Emotional, and Mental Health needs will be reviewed through the Social, Academic, and Emotional Behavior Risk Screener (SAEBRS) taken in the Fall, Winter, and Spring and the Kansas Communities that Cares (KCTC) survey taken annually by students in grades 6, 8, 10, and 12. When possible, subgroups will be analyzed separately, ensuring the needs of all students are being met, including students from low-income families, students of color, children with disabilities, and students experiencing homelessness. Additionally, we should also see an improvement in individual course grades, decreased retention or retaking of courses, and an increase in our graduation rate.

## Allocations

	Direct Allocation	True Up Allocation	Total Allocation		20% Minimum
ESSER III Allocations	\$1,626,091	\$0	\$1,626,091	ESSER III Allocations	\$325,219
Approved Total	\$1,346,402	\$0	\$1,346,402	Approved Total	\$718,952
Amount Left	\$279,689	\$0	\$279,689	Amount Still Needed	\$0
In Review Total	\$197,600	\$0	\$197,600	In Review Total	\$0
Amount Left	\$82,089	\$0	\$82,089	Amount Still Needed	\$0

## Line Items

ID	Allocation Type	Learning Loss	Function Code	Object Code	Allowable Use	Total Expenditures	Status
309-3-0003	Direct	False	2600	723	14	\$197,600	Task Force Review
309-3-0004	Direct	True	2113	946	10	\$12,000	Approved
309-3-0007	Direct	False	1000	151	16	\$246,000	Approved
309-3-0009	Direct	True	2213	569	3	\$20,000	Approved
309-3-0010	Direct	True	1000	735	12	\$63,000	Approved
309-3-0011	Direct	True	2213	946	3	\$3,500	Approved
309-3-0012	Direct	False	1000	110	1A	\$174,000	Approved
309-3-0013	Direct	False	2720	732	11B	\$100,000	Approved
309-3-0017	Direct	False	2720	732	2	\$25,000	Approved
309-3-0018	Direct	True	1000	151	16	\$60,000	Approved
309-3-0020	Direct	False	2213	569	3	\$2,400	Approved
309-3-0021	Direct	False	2720	582	3	\$1,500	Approved
309-3-0022	Direct	True	2213	946	3	\$3,500	Approved
309-3-0023	Direct	False	2230	719	3	\$30,000	Approved
309-3-0024	Direct	False	2230	719	3	\$25,000	Approved
309-3-0025	Direct	True	1000	949	11A	\$306,980	Approved
309-3-0026	Direct	True	2212	300	12	\$190,980	Approved
309-3-0001	Direct	True	1000	735	12	\$58,992	Approved
309-3-0002	Direct	False	2313	735	3	\$23,550	Approved
309-3-0014	Direct	False	1000	736	9	\$40,000	Disapproved
309-3-0015	Direct	False	2230	613	3	\$30,000	Disapproved

## Line Item Details

Line Item ID: 309-3-0003

**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**

Nickerson / South Hutchinson ESSER III

**Account Number**

1

**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**

Pre-Construction application submitted.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$197,600
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$197,600</u>

**Status**

Task Force Review

**Line Item Comment from KSDE**

Allowable if meets CDC guidelines. This is for an HVAC project.

Line Item ID: 309-3-0004

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name****Account Number****Function Code**

2113 - Social Work Services

**Object Code**

946 - Professional Development

**Allowable Use**

10 - Providing mental health services and supports.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Play Therapy Training

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$12,000**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$12,000**Status**

Approved

**Line Item Comment from KSDE**

This item does not qualify as part of the 20% Learning Loss Set Aside.

from narrative: Play Therapy Training: We are currently offering group therapy via our Zen Den program. Zen Den staff use specific

curriculum to teach skills related to executive functioning, emotional awareness, self-regulation, and calming strategies based on the Collaborative for Academic, Social, and Emotional Learning (CASEL) core competencies.

The addition of Play Therapy is a game-changer for younger students.

- Play Therapy is defined by the Association for Play Therapy as "the systematic use of a theoretical model to establish an interpersonal process wherein trained Play Therapists use the therapeutic powers of play to help clients prevent or resolve psychosocial difficulties and achieve optimal growth and development." It is an evidence-based approach to therapy with many, peer-reviewed, published studies.

Line Item ID: 309-3-0007

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**Nickerson USD 309 ESSER III  
Application**Account Number**

1

**Function Code**

1000 - Instruction

**Object Code**151 - Additional compensation paid to  
teachers**Allowable Use**16 - Other activities necessary to  
maintain LEA operations and services  
and employ existing LEA staff.**Please describe the expenditures within the account and how they will address a COVID-19 need**

Due to the increased demands on staff during the pandemic and the subsequent response protocols associated with the return to learning, many educators are choosing to leave the profession. Feelings of underappreciation, despair, and financial strain related to their personal experiences with the outbreak have left staff doubtful about their role in what we do. The opportunity to provide retention funds to staff to reward their efforts, cover financial losses to a small extent and show appreciation for their willingness to stay the course is important for staff retention and morale. The ability to provide a retention bonus following this current contract cycle and another following next year's will go a long way to assisting us in providing stability in our learning environment.

We are proposing either a one-time payout of \$1,000 on August 1st of 2023 or two \$500 payouts over the next two Augusts (23/24). This would be paid out to 246 staff members.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$246,000
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$246,000</u>

**Status**

Approved

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name****Account Number****Function Code**

2213 - Instructional Staff Training Services

**Object Code**

569 - Other Tuitions

**Allowable Use**

3 - Providing principals and other school leaders with resources to address individual school needs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Cognitive Coaching Training

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$20,000**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$20,000**Status**

Approved

**Line Item Comment from KSDE**

from narrative: Cognitive Coaching Training:

- Staff support to ensure a high level of instruction is occurring in the classroom, as well as through tutoring and summer school.

Line Item ID: 309-3-0010

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name****Account Number****Function Code**

1000 - Instruction

**Object Code**

735 - Technology -Related Software

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Lexia Learning System

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$21,000**Budgeted Expenditures in SFY 2023** \$21,000**Budgeted Expenditures in SFY 2024** \$21,000**Total Expenditures** \$63,000**Status**

Approved

**Line Item Comment from KSDE**

from narrative: Lexia Learning System:

Literacy programming that includes curriculum, training, and supports to ensure learning loss and learning gaps are caught, identified, and filled in a timely manner.

Line Item ID: 309-3-0011



**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name****Account Number****Function Code**

2213 - Instructional Staff Training Services

**Object Code**

946 - Professional Development

**Allowable Use**

3 - Providing principals and other school leaders with resources to address individual school needs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Lexia Training Support

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$3,500
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$3,500</u>

**Status**

Approved

**Line Item Comment from KSDE**

from narrative: from narrative: Lexia Learning System:

Literacy programming that includes curriculum, training, and supports to ensure learning loss and learning gaps are caught, identified, and filled in a timely manner.

Line Item ID: 309-3-0012

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Nickerson USD 309 ESSER III

**Account Number**

1

**Function Code**

1000 - Instruction

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

1A - Any activity authorized by the Elementary and Secondary Education Act of 1965.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

4th Grade Teaching Position -

Per the KSDE document "Approved Evidenced-Based Practices," Class Size reduction is listed. Due to enrollment numbers and classroom sizes at South Hutchinson Elementary, ESSER II dollars were used to increase the number of sections in fourth grade to provide smaller class sizes to facilitate social distancing and a better teacher-student ratio to offset the learning loss and instructional gaps created during the past two years of pandemic responses including school closures, quarantines, and illness. Our plan is to continue this practice moving forward to ensure student safety, while impacting those learning gaps.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$58,000
<b>Budgeted Expenditures in SFY 2023</b>	\$58,000
<b>Budgeted Expenditures in SFY 2024</b>	\$58,000
<b>Total Expenditures</b>	\$174,000

**Status**

Approved

**Line Item Comment from KSDE**

from narrative: Additional 4th-Grade Teaching Position:

- Due to increased enrollment numbers at South Hutchinson Elementary, we used ESSER II dollars to increase the number of sections in fourth grade to provide smaller class sizes for social distancing and a better teacher-student ratio. We would like to continue this practice moving forward and while we have grown in this building, we have shrunk in others making it difficult to cover this added expense within our current, shrinking budget.

Line Item ID: 309-3-0013

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name****Account Number****Function Code**

2720 - Monitoring Services

**Object Code**

732 - Vehicles (Including school buses)

**Allowable Use**

11B - Planning and implementing supplemental after-school programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Food Service Van/Transit

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$100,000**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$100,000**Status**

Approved

**Line Item Comment from KSDE**

This requires prior approval with the Equipment Purchase Form this can be found at Form <https://www.ksde.org/Portals/0/Title/LCP/EquipmentPurchaseForm.pdf>

from narrative: Food Service Vehicle: Due to food supply chain issues brought on by the pandemic, our food service department is

having to spend an inordinate amount of time driving to remote locations to secure the food items necessary to provide daily meals for students and staff. We have had to commandeer our Tech Van for this purpose. The purchase of a deliver-styled van would allow greater cargo room and space for these deliveries to occur.

Line Item ID: 309-3-0017

**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****Account Number****Function Code**

2720 - Monitoring Services

**Object Code**

732 - Vehicles (Including school buses)

**Allowable Use**

2 - Coordination of COVID-19 preparedness and response efforts.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Nursing Vehicle

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$25,000**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$25,000**Status**

Approved

**Line Item Comment from KSDE**

This requires prior approval with the Equipment Purchase Form this can be found at Form <https://www.ksde.org/Portals/0/Title/LCP/EquipmentPurchaseForm.pdf>

from narrative: Our nursing staff is having to use personal vehicles to travel between building locations (15 miles) to accommodate test-to-stay protocols. A dedicated nursing vehicle would provide greater flexibility.

Line Item ID: 309-3-0018

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Nickerson USD 309 ESSER III

**Account Number**

1

**Function Code**

1000 - Instruction

**Object Code**

151 - Additional compensation paid to teachers

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Additional time-on-task was something we heard from every sub-group we spoke to as it relates to additional time/tutoring to help students get caught up.

We anticipate:

- Two Teachers per Building (8 total) @ \$39 hr;
  - One Teacher's Aid per Building (4 total) @ \$12hr;
  - One Coordinator @ \$41 hr;
  - 10 hours per quarter for the first three quarters; and
  - 20 hours for the final quarter of the 2022-23 school year
- = \$401 hr x 50 hrs = \$20,050.00.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$20,000
<b>Budgeted Expenditures in SFY 2023</b>	\$20,000
<b>Budgeted Expenditures in SFY 2024</b>	\$20,000
<b>Total Expenditures</b>	\$60,000

**Status**

Approved

**Line Item Comment from KSDE**

from narrative: Enhanced Tutoring Offerings:  
 - This is mainly staffing to utilize the Adaptive Reading Program.

Line Item ID: 309-3-0020

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name****Account Number****Function Code**

2213 - Instructional Staff Training Services

**Object Code**

569 - Other Tuitions

**Allowable Use**

3 - Providing principals and other school leaders with resources to address individual school needs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

PowerSchool University

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$2,400
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$2,400</u>

**Status**

Approved

**Line Item Comment from KSDE**

As per district: these funds are being spent to train an additional person, so that a counselor will be able to supervise the job shadowing/internship programs the district. This retains students and lessens amount of students in building.

from narrative: Powerschool University:

- Travel and training to provide more in-depth knowledge on the uses of our Student Information System. This will help us to ensure our state reporting through KIDS is as accurate as possible to ensure correct funding and reporting is being done with the growth of virtual learning academies, and the number of absences being reported due to illness and quarantines.

Line Item ID: 309-3-0021

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name****Account Number****Function Code**

2720 - Monitoring Services

**Object Code**

582 - Out-of-District Travel

**Allowable Use**

3 - Providing principals and other school leaders with resources to address individual school needs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Travel (PSU)

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$1,500
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$1,500</u>

**Status**

Approved

**Line Item Comment from KSDE**

Powerschool University:

- Travel and training to provide more in-depth knowledge on the uses of our Student Information System. This will help us to ensure our state reporting through KIDS is as accurate as possible to ensure correct funding and reporting is being done with the growth of virtual learning academies, and the number of absences being reported due to illness and quarantines.

Line Item ID: 309-3-0022

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name****Account Number****Function Code**

2213 - Instructional Staff Training Services

**Object Code**

946 - Professional Development

**Allowable Use**

3 - Providing principals and other school leaders with resources to address individual school needs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Lexia Training Support

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$3,500**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$3,500**Status**

Approved

**Line Item Comment from KSDE**

Lexia Learning System:

Literacy programming that includes curriculum, training, and supports to ensure learning loss and learning gaps are caught, identified, and filled in a timely manner.

Line Item ID: 309-3-0023



**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name****Account Number****Function Code**

2230 -

**Object Code**

719 - All Other Improvements

**Allowable Use**

3 - Providing principals and other school leaders with resources to address individual school needs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Library renovation for FBLA/Safe Spaces

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$30,000
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$30,000</u>

**Status**

Approved

**Line Item Comment from KSDE**

This line item cannot be deemed eligible until the Capital Improvement Prior Approval Request has been submitted and approved.

[https://www.ksde.org/Portals/0/ECSETS/Announcements/ESSER\\_Capital\\_Improvement\\_and\\_Construction\\_Request\\_Form.docx](https://www.ksde.org/Portals/0/ECSETS/Announcements/ESSER_Capital_Improvement_and_Construction_Request_Form.docx)

from narrative: Upgrades and improvements to our library to accommodate our Panther Den for FBLA and our Safe Space initiative.

Our location is a very small area which does not provide proper safe distancing and airflow for student safety. This area serves two distinct purposes: 1) The "Safe Space" initiative allows students an opportunity to take a time-out within our building when dealing with various issues both at school and at home. 2) Our FBLA offers coffees and snacks as a way to offset the costs of their afterschool activities. These renovations will include plumbing, electrical, and furnishings to move this area into an unused portion of the library.

Line Item ID: 309-3-0024

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name****Account Number****Function Code**

2230 -

**Object Code**

719 - All Other Improvements

**Allowable Use**

3 - Providing principals and other school leaders with resources to address individual school needs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

FBLA Furnishings and Renovations

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$25,000**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$25,000**Status**

Approved

**Line Item Comment from KSDE**

If this is a Capital Improvement, it will require approved documentation.

From narrative: Upgrades and improvements to our library to accommodate our Panther Den for FBLA and our Safe Space initiative.

Our location is a very small area which does not provide proper safe distancing and airflow for student safety. This area serves two distinct purposes: 1) The "Safe Space" initiative allows students an opportunity to take a time-out within our building when dealing with various issues both at school and at home. 2) Our FBLA offers coffees and snacks as a way to offset the costs of their afterschool activities. These renovations will include plumbing, electrical, and furnishings to move this area into an unused portion of the library.

Line Item ID: 309-3-0025

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Nickerson USD 309 ESSER III

**Account Number**

1

**Function Code**

1000 - Instruction

**Object Code**

949 - Summer School

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Summer School Expenses:

- 23 teachers at an average salary of \$39/hr = \$897/hr
- 3 Site Coordinators' salaries of \$41/hr = \$123/hr
- 3 Building Aides @ \$12/hr = \$36/hr
- Horizons Mental health Agreement \$90/hr
- Programming Costs of \$90/hr
  
- Spring Planning and PD Sessions 8 hrs x \$1,020 (teachers and coordinators) = \$8,160
- 16 Instruction Days x 3.5 hrs x \$1,020 (teachers and coordinators) = \$57,120
- 16 Instruction Days x 3.5 hrs x \$36 (Aides) = \$2,016
- 16 Instruction Days x 3.5 hrs x \$90 (MH) = \$4,320

Salary Totals = \$71,616

Fringe = \$5,129

Total = \$76,745

<b>Budgeted Expenditures in SFY 2021</b>	\$76,745
<b>Budgeted Expenditures in SFY 2022</b>	\$76,745
<b>Budgeted Expenditures in SFY 2023</b>	\$76,745
<b>Budgeted Expenditures in SFY 2024</b>	\$76,745
<b>Total Expenditures</b>	<u>\$306,980</u>

**Status**

Approved

Line Item ID: 309-3-0026

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

USD 309 Nickerson / South Hutchinson

**Account Number**

1

**Function Code**2212 - Instruction and Curriculum  
Development Services**Object Code**300 - PURCHASED PROFESSIONAL  
AND TECHNICAL SERVICES**Allowable Use**12 - Addressing learning loss among  
students, including vulnerable  
populations.**Please describe the expenditures within the account and how they will address a COVID-19 need**

We plan to sign on with Corwin Visible Learning+ to train all staff and administrators in the powerful professional learning series Visible Learning. This three-year commitment incorporates Professor John Hattie's research-based professional learning to help educators understand, measure, and evaluate student growth and achievement. This will encompass a mix of in-person trainings, book studies, and virtual study sessions to arm teaching staff and administrators with the tools they need to diagnose learning needs and provide the scaffolding necessary to overcome learning loss and deficits. Study materials are also included.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$71,660
<b>Budgeted Expenditures in SFY 2023</b>	\$71,660
<b>Budgeted Expenditures in SFY 2024</b>	\$47,660
<b>Total Expenditures</b>	<u>\$190,980</u>

**Status**

Approved

Line Item ID: 309-3-0001

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name****Account Number****Function Code**

1000 - Instruction

**Object Code**

735 - Technology -Related Software

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

i-Ready Digital Curriculum

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$19,664
<b>Budgeted Expenditures in SFY 2023</b>	\$19,664
<b>Budgeted Expenditures in SFY 2024</b>	\$19,664
<b>Total Expenditures</b>	<u>\$58,992</u>

**Status**

Approved

**Line Item Comment from KSDE**

from the narrative: iReady - Adaptive Reading Program:

- In response to the concerns of our constituents, an adaptive reading program will provide us with the very type of prescriptive curriculum we need to identify and meet the needs of our struggling students through a tutoring-styled intervention that will dovetail nicely with our current multi-tiered system of support (MTSS) at all levels.

Line Item ID: 309-3-0002

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name****Account Number****Function Code**

2313 - Board Treasurer Services

**Object Code**

735 - Technology -Related Software

**Allowable Use**

3 - Providing principals and other school leaders with resources to address individual school needs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

The Social Institute

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$7,850
<b>Budgeted Expenditures in SFY 2023</b>	\$7,850
<b>Budgeted Expenditures in SFY 2024</b>	\$7,850
<b>Total Expenditures</b>	<u>\$23,550</u>

**Status**

Approved

**Line Item Comment from KSDE**

from narrative : Social Institute:

- Another ESSER II holdover, this program provides support and training for students in cyber-safety.

Line Item ID: 309-3-0014

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Nickerson South Hutchinson ESSER III

**Account Number**

1

**Function Code**

1000 - Instruction

**Object Code**

736 - Computers and Related Equipment (Including Software if bought as a package)

**Allowable Use**

9 - Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Alternative After-School Programming

- The research on student engagement in school activities outside of the school day and how they correspond to student success is clear not only in academic achievement but in other areas such as attendance and social-emotional well-being. We have a growing number of students who have no interest in the traditional activities we offer and with the isolation the pandemic brought with it, many students struggle to find healthy alternatives to being alone. Additionally, we lost more than 100 students during the pandemic to online, internet schooling. With research indicating activity engagement enhances and promotes school attendance and participation, we would like to develop an alternative after-school program that appeals to these students and requires faithful attendance and academic achievement to participate. The use of expanded technologies via computers, video games, gaming strategies, and competitions will further encourage participation. The development of this program could impact as much as 20% of our enrollment at the high school if done well, and perhaps allow us to recover some of those students lost.

This program will be housed in a formerly unused portion of our library. The hardware needed to develop this program can also be used for future growth in our CTE pathways in Software and Systems Development.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$25,000
<b>Budgeted Expenditures in SFY 2023</b>	\$10,000
<b>Budgeted Expenditures in SFY 2024</b>	\$5,000
<b>Total Expenditures</b>	<u>\$40,000</u>

**Status**

Disapproved

**Line Item Comment from KSDE**

This expenditure is not allowable with ESSER funds.

from narrative: E-Sports

- The research on student engagement in school activities outside of the school day and how they correspond to student success is clear not only in academic achievement but in other areas such as attendance and social-emotional well-being. We have a growing number of students who have no interest in the traditional activities we offer and with the isolation the pandemic brought with it, many students struggle to find healthy alternatives to being alone. The growth of E-Sports as an activity shows great promise for the students we serve. This will give us an opportunity to get this started which conservatively could impact as much as 20% of our enrollment at the high school.

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Nickerson USD 309 ESSER III

**Account Number**

1

**Function Code**

2230 -

**Object Code**

613 - Office

**Allowable Use**

3 - Providing principals and other school leaders with resources to address individual school needs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Alternative After-School Programming

- The research on student engagement in school activities outside of the school day and how they correspond to student success is clear not only in academic achievement but in other areas such as attendance and social-emotional well-being. We have a growing number of students who have no interest in the traditional activities we offer and with the isolation the pandemic brought with it, many students struggle to find healthy alternatives to being alone. Additionally, we lost more than 100 students during the pandemic. Most switched to online, internet schooling. With research indicating activity engagement enhances and promotes school attendance and participation, we would like to develop an alternative after-school program that appeals to these students and requires faithful attendance and academic achievement to participate. The use of expanded technologies will further encourage participation. The development of this program could impact as much as 20% of our enrollment at the high school if done well.

This program will be housed in a formerly unused portion of our library. Conventional school desks will not provide what is needed for this program to prosper. These funds will be used to outfit the room with appropriately ergonomic furnishings for this purpose.

This would qualify for funding pursuant to Allowable Use section 3 - Providing principals and other school leaders with resources to address individual school needs.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$20,000
<b>Budgeted Expenditures in SFY 2023</b>	\$5,000
<b>Budgeted Expenditures in SFY 2024</b>	\$5,000
<b>Total Expenditures</b>	\$30,000

**Status**

Disapproved

**Line Item Comment from KSDE**

This expenditure is not allowable with ESSER funds.





# ESSER III APPLICATION FOR D0364

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>
Marysville	211 S 10th St, Marysville, KS 665081911	211 S 10th St, Marysville, KS 665081911
<u>Superintendent Name</u>	<u>Superintendent E-mail Address</u>	<u>Superintendent Phone Number</u>
Darren Schroeder	dschroeder@usd364.org	(785) 562-5308

## Authorized Representative of the District Information

<u>Name</u>	<u>Position of Title</u>	<u>E-mail Address</u>	<u>Phone Number</u>
Darren Schroeder	Superintendent	dschroeder@usd364.org	(785) 562-5308

<u>Other District Representative 1 - Name</u>	<u>Other District Representative 1 - E-mail Address</u>
Jody Bruna	jbruna@usd364.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://docs.google.com/document/d/1Eav\\_f74QOroqVUhr2pH5NejDZIB5MC0XW85BfwxNXdg/edit](https://docs.google.com/document/d/1Eav_f74QOroqVUhr2pH5NejDZIB5MC0XW85BfwxNXdg/edit)

## Use of Funds for CDC Guidance

How will the funds be used to implement prevention and mitigation strategies that are, to the greatest extent practicable, consistent with the most recent CDC guidance on reopening schools, in order to continuously and safely open and operate schools for in-person learning?

Our district has been open for in-person learning since August 2020 until the present; we had no additional days that we had to shut down entirely due to COVID 19. Unfortunately, we are seeing a high percentage of individual absenteeism caused by COVID-19, non-COVID illness, and other reasons. Our district has tracked our chronic absenteeism rate for many years, and that rate continues to be at unacceptable levels since the COVID shutdown in the spring of 2020. While lack of motivation to attend school is a factor with some students, all parents are reluctant to send students to school with any signs of illness; likewise, staff members “play it safe” and stay home with any symptom. Prior to COVID, students and staff would have attended school with the same symptoms that now keep them at home out of caution and respect for others. Since research shows that missing more than 10 days in a school year has a negative impact on learning, we feel the number one thing we can do to improve student achievement is to keep students in school by reducing the spread of illness, regardless of the cause.

Our chronic absenteeism rate continues to rise: 10% in 2019-20, 10.7% in 2020-21, 15.2% in 2021-22, and 17% to-date in 2022-23.

We believe health and sanitation measures are key to keeping students in school. We will continue handwashing and increased cleaning practices, but with ESSER III, we will make air quality improvement in our facilities our strategy to decrease student absenteeism caused by illness. This will protect our students and staff from COVID-19, its future variants, as well as other air-borne illness, such as cold and flu. To achieve improved air quality in our buildings, we will replace the antiquated HVAC systems with a system that meets CDC recommendation for COVID-19 mitigation. We believe this will allow us to continue to keep our schools open for face-to-face instruction even when infection rates are elevated in our community, and it will decrease absenteeism from non-COVID illness 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

To develop a comprehensive plan for the use of both ESSER II and III funds, our district gave a survey to students asking about 9 potential items as well as providing a space for additional suggestions for the best way to expend remaining ESSER II and new ESSER III funds. (Survey Link

[https://docs.google.com/forms/d/e/1FAIpQLSewpajn8Qe4K\\_f15jNZJbm2IZG4PgcSmn8t\\_MVARsvQe7W0Ew/viewform?usp=sharing](https://docs.google.com/forms/d/e/1FAIpQLSewpajn8Qe4K_f15jNZJbm2IZG4PgcSmn8t_MVARsvQe7W0Ew/viewform?usp=sharing) and Results Link

[https://docs.google.com/document/d/1PD5udcjz2ab\\_Lnr\\_ILy5KMYCqZ6SIHkAxPP7aT1RAnQ/edit?usp=sharing](https://docs.google.com/document/d/1PD5udcjz2ab_Lnr_ILy5KMYCqZ6SIHkAxPP7aT1RAnQ/edit?usp=sharing)) Results of that survey and additional surveys and interviews with students of underrepresented populations are provided in detail in the Family Stakeholder Engagement and Other Stakeholder Sections below. 200 students completed the first survey which was given in school, capturing the responses of 20% students with disabilities. To better capture the needs of all underserved students, they we individually surveyed and interviewed them and their parents in other methods as described in the sections below. Through these methods, we were able to capture the responses of over 75% of our Native American Families, 100% of ELL Students, and 100% of students with disabilities and that of their families. The district does not have any students qualifying as Migrant, Homeless, or Incarcerated. There was no noticeable difference among the responses of underserved students and their families and those of the general population.

In addition to the survey, the following engagement methods were utilized to engage students:

- Dialogue with Student Council about student needs
- Dialogue with student organizations, such as FFA and FCCLA
- IEP meetings and SIT wrap around interviews with struggling students and their parents

These common themes emerged from this dialogue:

- Most students want in-person learning (no more school shut down)
- Students want school to be as normal as possible (no masks, no social distancing, with all the usual activities)

The district considered this stakeholder input, along with the following data:

- Student achievement data (KS Assessment, Local Assessments)
- Student grades
- Student rates of absenteeism (district average and days missed by individual students)
- Teacher observation of student behavior and coping difficulties

This stakeholder input and data regarding students were used to draft our ESSER plan.

## Families

To develop a comprehensive plan for the use of both ESSER II and III funds, our district gave a survey to students asking about 9 potential items as well as providing a space for additional suggestions. Links to the survey and results are provided in the student section above.

The survey revealed the following top four priorities in rank order by those being rating “very important” and “important” by survey respondents when asked about the individual program. The number in parenthesis indicates the percentage of the survey respondents selecting this as a program they would like considered when asked as a multiple-mark question.

Additional behavioral support personnel (31.1%)

Expanded social emotional supports (30.7%)

Facility upgrades that support (23.6%)

After-School programming for academic support (29.5%)

343 individuals responded to the survey’s general questions about ways to use ESSER funds to support student needs, and 89 persons responding to the Open-Ended Question about ways to spend ESSER III funds. This is the same survey referenced in all the other segments of this application. The results mentioned above will not be repeated. With the general survey, the response rate from parents of underserved students was very low compared to that of our overall population (2.3% students with disabilities, less than 1% of parents of ELL, parents of Foster Students, or Parents of another underserved group. Thus, we reached out to those groups in other ways to obtain their input, as described in their specific sections that follow. Through those additional methods of outreach, we were able to get input from nearly 100% of the underserved groups.

In addition to the survey mentioned above, the following engagement methods were utilized to engage parents:

- Site council meetings
- Parent/Teacher conferences
- Title I parent survey
- Booster Club meetings
- IEP meetings and SIT wrap around interviews with struggling students and their parents

These common themes emerged from this dialogue:

- Parents want their kids in school
- Parents do not like remote learning
- Extra help as soon as students are struggling

We used this information to develop our Comprehensive ESSER plan, which was shared with parents when school started and posted to the district website.

## School and District Administrators including Special Education Administration

The District administrative team meets regularly, and we continue to discuss student needs and how our plans are working. Additionally, the district is the host for the special education cooperative, so it was very easy to collaborate with special education administration about the needs for students with special needs. The special education director is included in our weekly district administrative team meetings. To develop a comprehensive plan for the use of both ESSER II and III funds, the following meetings took place:

- Formal weekly meetings
- Informal “sidewalk” meetings in addition to formal meetings

These common themes emerged from this dialogue:

- Additional staff is needed to monitor student progress and provide “just-in-time” intervention
- Number of student and staff absences – how to reduce air-borne pathogens
- Need for updated HVAC to provide ventilation and filtration that meets CDC guidelines
- Concern for medically fragile students, students with asthma – as well as potential for new students who might move in with such needs

The district considered this administrative input, along with the following data:

- Age and design of current HVAC system
- Increased staff and student absenteeism data
- Student achievement data

The above information was used to draft our ESSER plan.

## **Teachers, Principals, School leaders, other Educators, School Staff and their Unions**

To develop a comprehensive plan for the use of both ESSER II and III funds, our district gave a survey to staff asking about 9 potential items as well as providing a space for additional suggestions. Results of that survey are provided in detail in the Family Stakeholder Engagement Section above. In addition to the survey, the following engagement methods were utilized to engage staff:

- Regular meetings with the Marysville Education Association president
- Open-door policy with staff
- Negotiations with Board
- District committees (such as math curriculum committee)
- Curriculum Blue Print and MTSS Committees

These common themes emerged from this dialogue:

- Teachers share concerns they've heard and observed from students and parents
- Absenteeism concerns
- Teacher burnout
- Union satisfaction with district's response to the pandemic
- The need for stronger curriculum to address Tier 1, 2, and 3 effectively

The district considered this stakeholder input, along with the following data:

- Attendance data
- Student achievement data

The above information was used to draft our ESSER plan.

## **Tribes**

USD 364 has 8 students who identified as Native American at enrollment but they don't have connections to the tribe. The survey given to stakeholders included a question asking for parents to identify if they were Native American; however, no Native Americans completed the survey. To address this issue, we had the behavior and academic interventionist engage with these families to seek their input. Our CIS coordinator met with students and parents (except 1 family) and completed the survey. Through this outreach, 75% of our Native American Students provided the input below. Additionally, these parents had the same opportunities described under "Families"

These common themes emerged from this dialogue, which were similar to that of the total population:

- Parents want their kids in school
- Parents do not like remote learning
- Extra help as soon as students are struggling

The district considered this stakeholder input, along with the following data:

- Attendance and achievement data specific to these Native American students.

## **Civil Rights Organization including Disability Rights Organizations**

To develop a comprehensive plan for the use of both ESSER II and III funds, reached out to students and families in the manner described elsewhere in this application. Our community does not have any formal organizations representing underserved students.

The following engagement methods were utilized with parents of underserved students in our community:

- IEP meetings
- Parent/Teacher Conferences
- The ELL interventionist held personal meetings with the parents of the 4 Bulgarian students in our community and devised special plans based upon their unique needs.
- Behavior and ELL interventionist meetings with struggling students and their parents
- Site Council (the special education coordinator serves on this council and 1 sped parent typically serves on this council)

These common themes emerged from this dialogue:

- Desire to have face-to-face instruction. No more remote learning.
- Concerns regarding health of students, especially those with health conditions such as asthma
- Need to help struggling students be successful

The district considered this stakeholder input, along with the following data:

- Achievement data of minority and students with disabilities and minorities
- Absenteeism data from minority and students with disabilities and minorities

The above information was used to draft our ESSER plan.

Additionally, we reached out to the following civil rights organizations in our state/region to seek feedback on our planned supports listed below and requesting additional suggestions to best meet the needs of students as it relates to their civil rights:

- ? Kansas Action for Children – John Wilson, john@kac.org
- ? Disability Rights Center of KS – Lane Williams, lane@drckansas.org

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:

- Provide additional elementary classroom teachers to provide for small class sizes, individualized attention and instruction, and effective MTSS intervention scheduling and student groupings to increase student learning.
- Provide an additional counselor at the junior high level to help address the social emotional needs and chronic absenteeism issues present with those students.
- Upgrade the antiquated HVAC system at Marysville Elementary School, Jr/Sr High School, and the CTE/Agricultural Building to improve indoor air quality to improve student health and decrease transmission of air-borne diseases

**Stakeholders representing the interests of children with disabilities, English Learners, children experiencing homelessness, children in foster care, migratory students, children who are incarcerated, and other underserved students**

To develop a comprehensive plan for the use of both ESSER II and III funds, our district gave a survey to students asking about 9 potential items as well as providing a space for additional suggestions. The district was able to get 4 high student ELL students to take the survey themselves. The ELL interventionist reached out personally to the parents of our four elementary ELL families; however, none would agree to take the survey. The input below represents 100% of our ELL students and/or their families, however, the formal survey was not used to collect the information. We believe the ELL families felt intimidated by formal survey instruments.

In addition to the survey, the ELL and behavior interventionist meets regularly with ELL students and families. The district has consulted regularly with Darrel Rodrock, a graduate of the district, who operates a foundation that benefits foster care students. All new foster families to the district have an enrollment meeting, as well as wrap-around SIT and/or IEP meetings. The majority of foster-care children also have IEP's. In addition to these personalized meetings to discuss their children's needs, these parents had the same opportunities described under "Families." The ELL interventionist held personal meetings with the parents of the 4 Bulgarian students in our community and devised special plans based upon their unique needs. Through these methods, 100% of foster students and their families, and 100% of Special Education Students and their families provided the input summarized below. This was a more effective method for reaching these subgroups than the formal survey.

The district does not have any students who qualify as Homeless, Incarcerated, or Migrant.

These common themes emerged from this dialogue that were slightly different from the general population:

- The need for after-school programming.
- The need for summer school
- Have the proper amount of staff to meet foster students' and special education students' needs and provide personalized instruction and attention.

The district considered this stakeholder input, along with the following data:

- Attendance and achievement data specific to the ELL, Special Education, and foster students.

## **Provide the public the opportunity to provide input and take such input into account**

To develop a comprehensive plan for the use of both ESSER II and III funds, our district used traditional methods to communicate and interact with patrons in the community regarding their perception of student needs for inclusion in our ESSER plan. That outreach included the following:

- Conversations with County Health Officials / area medical providers
- Board member interaction with members of the business community and community at-large
- The board conducted a professional facilities assessment, which included a complete assessment of building conditions that could interfere with the ability to clean and sanitize building surfaces as well as ventilation and filtration limitations of our aging HVAC systems. This information was widely shared with the public and conversations held about all components of the assessment. Air quality received a lot of attention from the public.
- Regular monthly board meetings - The administration and board of education discussed public input received to-date and information it provided regarding student needs as we devised our ESSER III plans. Our response to the pandemic was the topic of multiple board of education meetings. The board of education meets monthly and most recent ESSER plans were shared with the board and public at the April 13, 2022 meeting. Feedback received was positive.

These common themes emerged from this dialogue:

- Impact of air quality on disease transmission and student/staff health
- Mental health strains on students and families caused by pandemic
- Need to keep students in school

The above information was used to draft our ESSER plan. The ESSER II plan was communicated to parents as school began and feedback was positive.

## **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.**

After students returned to school in August 2020, assessment results showed learning loss caused by the COVID disruption in spring 2020. Kansas assessment scores have dipped, especially at critical grades. 3rd graders scoring in Level 1 were at 17.31% in ELA and 13.46% in math in 2018-19; in 2021-22 those percentages had risen to 37.21% in ELA although math improved slightly to 11.63%. Seventh grade scores also show decline going from 40.35% scoring in Level 1 ELA to 44.44% from 2018-19 to 2021-22. Math scores in Level I increased from 22.81% to 42.19% during that same period. In 10th grade, ELA scores in Level 1 climbed from 42.62% in 2018-19 to 40.35% in 2021-22 and Math scores in Level 1 increasing from 44.26% to 54.39%. In 2022-23, formative data shows 37.1% of secondary students at "some to high risk" in math and 36.7% at-risk in reading based on Fastbridge aMath and aReading data. 9.2% of K-6 students are failing 1 or more courses with 11% missing 4 or more days of school at the conclusion of 1st nine weeks. In grades 7-12, 19.3% of students are failing 1 or more courses and 21.1% of students have missed 4 or more days of school. The decrease in scores appears to have impacted all of our students, regardless of what subgroup they may be associated with; however, students with IEP's have been hit hardest. The chronic absenteeism issues seem to be across the board for all student subgroup.

COVID-19 has caused increased chronic absenteeism in the district (defined as more than 16 days absent) 10% in 2019-20, 10.7% in 2020-21, 15.2% in 2021-22, and 17% to-date in 2022-23.

**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 unique learning struggles of each of our students caused by the pandemic, we will use ESSER III funds to fund the positions below to ensure that all students receive individualized monitoring of their academic, social, and emotional needs and timely intervention through the appropriate research-based programs.

Elementary Classroom teacher/interventionist – 3 positions will reduce class sizes below 15 while simultaneously providing sufficient staffing for MTSS groups in a scheduling configuration that will allow for all the unique learning needs of our students to be met through the research-based intervention and assessment programs that we have in place, such as FastBridge, Read Naturally. Given the data showing learning loss in elementary grades, ESSER funds will enable class sizes at the elementary levels to be staffed at a ratio below 1:15, where research indicates that smaller class size does make an impact by providing for more individualized instruction. Furthermore, these additional certified staff members allow for a more robust intervention program by allowing for additional small groups of students to be staffed by a certified staff members during reading and math intervention times. Additional math member will allow class numbers to remain small to allow for smaller group interventions and progress to be made in the classrooms. Salary, FICA, and unemployment taxes will be covered through ESSER funding, while benefits will be paid from other funding sources.

Jr High SEL counselor – 1 position will be funded, beginning January 2023 to meet the SEL needs of this age group and provide instruction on SEL skills. This age group has been hit especially hard from the pandemic and is not only exhibiting risk factors on SABERS, they are also chronically absent. The counselor should be able to assist with interventions to address all of these issues.

Data Tracking – Annual stipends will be paid to clerical and administrative staff for extra time spent entering and tracking data, and leading data discussions with staff to ensure data is being utilized to drive intervention and Tier 1 instructional decisions.

Effectiveness of these positions and programs will be monitored using aReading, aMath, SABERS, Kansas Assessments, grades, and chronic absenteeism rates.

Evidence-Based Programs to be utilized as part of this plan include the following (programs and assessments are being paid through non-ESSER funds). Links to research base are provided alongside each program.

-FastBridge <https://www.illuminateed.com/wp-content/uploads/2021/07/Psychometric-Evidence-of-FastBridge-Universal-Screening-Progress-Monitoring-System-2021.pdf>

-Read Naturally -<https://ies.ed.gov/ncee/wwc/EvidenceSnapshot/407>

-SABERS-Kilgus, S. P., Sims, W. A., von der Embse, N. P., & Riley-Tillman, T. C. "Confirmation of models for interpretation and use of the Social and Academic Behavior Risk Screener (SABRS)," *School Psychology Quarterly*, Vol. 30, No. 3, 2015, pp. 335.

-Boys Town Well-Managed Classroom Second Step -<https://scholarworks.uni.edu/cgi/viewcontent.cgi?article=1056&context=etd>

-Dream Box-<https://ies.ed.gov/ncee/wwc/EvidenceSnapshot/627>

Since these programs and practices appear on KSDE's list of evidence-based practices, we did not quote additional research studies in this application but they have been reviewed previously and approved by KSDE.

## **How the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act?**

We believe all of the instructional items above should be included as "learning loss" expenditures. These expenditures exceed the 20% requirement. After the learning loss funds have been spent as described above, the remaining funds will be spent on the air quality improvement projects at Marysville Elementary, Jr/Sr High, and the Agricultural Building. The funds will purchase new HVAC and ventilation systems will meet or exceed all CDC air quality recommendations. Once this plan concept is approved by KSDE, the district will use ESSER funds to obtain the necessary architectural/mechanical plans necessary for the building air quality to meet CDC guidelines. The district will submit the additional Capital Expenditure and other forms necessary to gain full approval of the HVAC project at that time.

Another area the district will allocate resources toward is monitoring cameras for busses to assist with COVID-19 health and safety measures. This will allow the district to contact trace, provide a social distancing tool, occupancy counting and detect proper use of face masks. The district has seen an increase in student absences and these measures will assist with improving this area.

**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.**

With the additional instructional positions, these specialists will monitor student progress on a daily basis, give or assist classroom teachers in administering both formative and summative assessments. Thus, instructors will monitor student data to ensure that the interventions are being successful. Data used for formative and summative evaluation will include FastBridge aReading, aMath, CBM, Read Naturally, Boys Town Well-Managed Classroom Second Step, Dreambox, SABERS, Kansas Assessments, grades, and chronic absenteeism rates.

The recently formed district MTSS committee will analyze student data on a quarterly basis to ensure that all student needs are being met in academic, social emotional, behavior and attendance data. We have designed a K-12 MTSS data sheet that provides consistency and clarity of data in our focus areas.

## Allocations

	Direct Allocation	True Up Allocation	Total Allocation		20% Minimum
ESSER III Allocations	\$1,133,465	\$0	\$1,133,465	ESSER III Allocations	\$226,693
Approved Total	\$351,936	\$0	\$351,936	Approved Total	\$351,936
Amount Left	\$781,529	\$0	\$781,529	Amount Still Needed	\$0
In Review Total	\$774,529	\$0	\$774,529	In Review Total	\$53,176
Amount Left	\$7,000	\$0	\$7,000	Amount Still Needed	\$0

## Line Items

ID	Allocation Type	Learning Loss	Function Code	Object Code	Allowable Use	Total Expenditures	Status
364-3-0022	Direct	False	4700	450	14	\$679,353	Task Force Review
364-3-0025	Direct	False	2100	111	10	\$42,000	Task Force Review
364-3-0026	Direct	True	2410	111	12	\$53,176	Task Force Review
364-3-0001	Direct	True	1000	111	11A	\$28,000	Approved
364-3-0002	Direct	True	1000	220	11A	\$2,142	Approved
364-3-0003	Direct	True	1000	260	11A	\$280	Approved
364-3-0004	Direct	True	1000	111	11B	\$6,000	Approved
364-3-0005	Direct	True	1000	220	11B	\$460	Approved
364-3-0006	Direct	True	1000	260	11B	\$60	Approved
364-3-0007	Direct	True	1000	111	12	\$276,000	Approved
364-3-0008	Direct	True	1000	220	12	\$21,114	Approved
364-3-0009	Direct	True	1000	260	12	\$2,760	Approved
364-3-0010	Direct	True	2210	121	12	\$5,000	Approved
364-3-0011	Direct	True	2210	220	12	\$384	Approved
364-3-0012	Direct	True	2210	260	12	\$4	Approved
364-3-0013	Direct	True	2210	121	12	\$5,000	Approved
364-3-0014	Direct	True	2210	220	12	\$382	Approved
364-3-0015	Direct	True	2210	260	12	\$4	Approved
364-3-0016	Direct	True	2210	111	12	\$4,000	Approved
364-3-0017	Direct	True	2210	220	12	\$306	Approved
364-3-0018	Direct	True	2210	260	12	\$40	Approved
364-3-0019	Direct	True	2210	111	12	\$10,000	Disapproved
364-3-0020	Direct	True	2210	220	12	\$766	Disapproved
364-3-0021	Direct	True	2210	260	12	\$100	Disapproved
364-3-0023	Direct	False	2720	659	15	\$86,360	Disapproved

## Line Item Details

Line Item ID: 364-3-0022

**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 Building Improvements

**Account Number**

07 E 4700 450 0000 000

**Function Code**

4700 - Building Improvements

**Object Code**

450 - Construction Services (Outside Contractors)

**Allowable Use**

14 - Inspection, testing, maintenance, repair, replacement and upgrade projects to improve the indoor air quality in school facilities.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Update HVAC units to improve air quality and reduce the risk of virus transmission and exposure and or increase food storage space for food supply chain shortages due to COVID

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$100,000
<b>Budgeted Expenditures in SFY 2024</b>	\$579,353
<b>Total Expenditures</b>	\$679,353

**Status**

Task Force Review

**Line Item Comment from KSDE**

Allowable if meets CDC guidelines.

Line Item ID: 364-3-0025

**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**

Certified Counselor Salaries

**Account Number**

07E21001114011

**Function Code**

2100 - Support Services (Students)

**Object Code**

111 - Full-Time Certified Salaries

**Allowable Use**

10 - Providing mental health services and supports.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Salary for an additional district counselor, serving grade levels 6-8, to assist students with social-emotional needs and support due to the increasing need from the Covid 19 pandemic. Counselor will be full-time and meet an important district need at this time.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
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<b>Budgeted Expenditures in SFY 2022</b>	\$0
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<b>Budgeted Expenditures in SFY 2023</b>	\$0
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<b>Budgeted Expenditures in SFY 2024</b>	\$42,000
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<b>Total Expenditures</b>	\$42,000
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**Status**

Task Force Review

**Line Item Comment from KSDE**

New Line Item

Line Item ID: 364-3-0026

**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**Instructional Coach/Asst. Elementary  
Principal**Account Number**

07E24101113000011

**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**

The instructional coach will work collaboratively with teachers to improve student learning outcomes to assist with eliminating the learning loss created by the Covid pandemic. The support, facilitation, and implementation will be based on research-based instructional strategies, best practices, and professional development. The following are some of the key responsibilities:

Collaborate with teachers to design and implement differentiated instruction to meet the needs of all learners.

Assist teachers in analyzing student data to identify areas for improvement and develop action plans to address those areas.

Work with teachers to improve their instructional practice, including planning, delivery, and assessment of instruction.

Provide guidance and support to teachers in the areas of curriculum, instruction, and assessment.

Ensure that the school's instructional program is aligned with state and district standards.

90% - Instructional Coach / 10% Administrative

**Budgeted Expenditures in SFY 2021** \$0

**Budgeted Expenditures in SFY 2022** \$0

**Budgeted Expenditures in SFY 2023** \$0

**Budgeted Expenditures in SFY 2024** \$53,176

**Total Expenditures** \$53,176

**Status**

Task Force Review

Line Item ID: 364-3-0001

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Summer School Tchr Salaries

**Account Number**

07 E 1000 111 0000 011

**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 salaries for summer school to address learning loss. 10 teachers, 3 hours/day plus prep time, 4 days/week for 4 weeks.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
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<b>Budgeted Expenditures in SFY 2022</b>	\$0
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<b>Budgeted Expenditures in SFY 2023</b>	\$14,000
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<b>Budgeted Expenditures in SFY 2024</b>	\$14,000
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<b>Total Expenditures</b>	<u>\$28,000</u>
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**Status**

Approved

Line Item ID: 364-3-0002

**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 Social Security

**Account Number**

07 E 1000 220 0000 011

**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**

Payroll taxes incurred as a result of summer school pay for teachers/aides

<b>Budgeted Expenditures in SFY 2021</b>	\$0
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<b>Budgeted Expenditures in SFY 2022</b>	\$0
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<b>Budgeted Expenditures in SFY 2023</b>	\$1,071
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<b>Budgeted Expenditures in SFY 2024</b>	\$1,071
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<b>Total Expenditures</b>	<u>\$2,142</u>
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**Status**

Approved

Line Item ID: 364-3-0003

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Teacher Work Comp

**Account Number**

07 E 1000 250 0000 011

**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**

Work Comp Taxes incurred as a result of summer school pay for teachers

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$140**Budgeted Expenditures in SFY 2024** \$140**Total Expenditures** \$280**Status**

Approved

Line Item ID: 364-3-0004

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Teacher Salaries

**Account Number**

07 E1000 110 0000 011

**Function Code**

1000 - Instruction

**Object Code**

111 - Full-Time Certified Salaries

**Allowable Use**

11B - Planning and implementing supplemental after-school programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Teacher salaries to operate after-school programs to address learning loss. 2 teachers, 4 hours/week for 18 weeks.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$3,000**Budgeted Expenditures in SFY 2024** \$3,000**Total Expenditures** \$6,000**Status**

Approved

Line Item ID: 364-3-0005



**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 Social Security

**Account Number**

07 E 1000 220 0000 011

**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**

Payroll taxes incurred as a result of after school program pay for teachers

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$230**Budgeted Expenditures in SFY 2024** \$230**Total Expenditures** \$460**Status**

Approved

Line Item ID: 364-3-0006

**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 Work Comp

**Account Number**

07 E 1000 250 0000 011

**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**

Work Comp Taxes incurred as a result of after school program pay for teachers

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$30**Budgeted Expenditures in SFY 2024** \$30**Total Expenditures** \$60**Status**

Approved

Line Item ID: 364-3-0007

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Teacher Salaries

**Account Number**

07 E1000 110 0000 011

**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**

Teacher Salaries - Regular School Year Reduced Class Size and MTSS instruction to catch up instructional loss due to COVID 19. The COVID-19 pandemic exposed the need for our schools to have additional staff members allowing us to increase social distancing in the classroom by lower the student/teacher ratio with three exceptionally large classes in particular. Our local assessment showed that the Kindergarten, 4th and 5th grade classes fell the furthest behind academically during the COVID-19 pandemic and for the Remote Learning timespan. The three additional teachers that we are paying for with these temporary funds are additional teachers for each one of those classes. The improved teacher-to-student ratio numbers allow us to more specifically attack learning loss in smaller groups and more individually address the low SES or IEP'd students that research has shown have the most difficult time returning to and maintaining grade level. During our MTSS time, these three teachers will also work with higher-risk students from multiple grade levels that are behind in Reading and Math and have the need for more intensive intervention.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
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<b>Budgeted Expenditures in SFY 2022</b>	\$0
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<b>Budgeted Expenditures in SFY 2023</b>	\$138,000
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<b>Budgeted Expenditures in SFY 2024</b>	\$138,000
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<b>Total Expenditures</b>	<u>\$276,000</u>
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**Status**

Approved

Line Item ID: 364-3-0008

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Teacher Social Security

**Account Number**

07 E 1000 220 0000 011

**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**

Teacher Payroll Taxes - Regular School Year Reduced Class Size and MTSS instruction to catch up instructional loss due to COVID 19. The COVID-19 pandemic exposed the need for our schools to have additional staff members allowing us to increase social distancing in the classroom by lower the student/teacher ratio with three exceptionally large classes in particular. Our local assessment showed that the Kindergarten, 4th and 5th grade classes fell the furthest behind academically during the COVID-19 pandemic and for the Remote Learning timespan. The three additional teachers that we are paying for with these temporary funds are additional teachers for each one of those classes. The improved teacher-to-student ratio numbers allow us to more specifically attack learning loss in smaller groups and more individually address the low SES or IEP'd students that research has shown have the most difficult time returning to and maintaining grade level. During our MTSS time, these three teachers will also work with higher-risk students from multiple grade levels that are behind in Reading and Math and have the need for more intensive intervention.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$10,557
<b>Budgeted Expenditures in SFY 2024</b>	\$10,557
<b>Total Expenditures</b>	\$21,114

**Status**

Approved

Line Item ID: 364-3-0009

**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**

Teacher Work Comp

**Account Number**

07 E 1000 250 0000 011

**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**

Teacher Work Comp - Regular School Year Reduced Class Size and MTSS instruction to catch up instructional loss due to COVID 19. The COVID-19 pandemic exposed the need for our schools to have additional staff members allowing us to increase social distancing in the classroom by lower the student/teacher ratio with three exceptionally large classes in particular. Our local assessment showed that the Kindergarten, 4th and 5th grade classes fell the furthest behind academically during the COVID-19 pandemic and for the Remote Learning timespan. The three additional teachers that we are paying for with these temporary funds are additional teachers for each one of those classes. The improved teacher-to-student ratio numbers allow us to more specifically attack learning loss in smaller groups and more individually address the low SES or IEP'd students that research has shown have the most difficult time returning to and maintaining grade level. During our MTSS time, these three teachers will also work with higher-risk students from multiple grade levels that are behind in Reading and Math and have the need for more intensive intervention.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$1,380
<b>Budgeted Expenditures in SFY 2024</b>	\$1,380
<b>Total Expenditures</b>	<u>\$2,760</u>

**Status**

Approved

Line Item ID: 364-3-0010

**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**

Classified Salaries

**Account Number**

07 E 2321 121 0000 011

**Function Code**

2210 - Improvement of Instruction 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**

Salaries for Classifieds Staff to manage data associated with monitoring of student progress to address learning loss

**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**

Approved

Line Item ID: 364-3-0011

**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**

Classified Social Security

**Account Number**

07 E 2321 220 0000 011

**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**

Payroll Taxes incurred as a result of Salaries for Classifieds Staff to manage data associated with monitoring of student progress to address learning loss

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$192**Budgeted Expenditures in SFY 2024** \$192**Total Expenditures** \$384**Status**

Approved

Line Item ID: 364-3-0012

**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**

Classified Work Comp

**Account Number**

07 e 2321 250 0000 011

**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**

Work Comp incurred as a result of Salaries for Classifieds Staff to manage data associated with monitoring of student progress to address learning loss

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$2
<b>Budgeted Expenditures in SFY 2024</b>	\$2
<b>Total Expenditures</b>	<u>\$4</u>

**Status**

Approved

Line Item ID: 364-3-0013

**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**

Classified Salaries

**Account Number**

07 E 2500 121 0000 011

**Function Code**

2210 - Improvement of Instruction 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**

Salaries for Classifieds Staff to manage data associated with monitoring of student progress to address learning loss. This area is for classified personnel to manage and create systems, charts, reports, and other items to assist certified staff with properly identifying all students to ensure measures are being taken to minimize and combat the learning loss created from Covid 19.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$2,500
<b>Budgeted Expenditures in SFY 2024</b>	\$2,500
<b>Total Expenditures</b>	<u>\$5,000</u>

**Status**

Approved

Line Item ID: 364-3-0014

**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**

Classified Social Security

**Account Number**

07 E 2500 220 0000 011

**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**

Payroll Taxes incurred as a result of Salaries for Classifieds Staff to manage data associated with monitoring of student progress to address learning loss

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$191
<b>Budgeted Expenditures in SFY 2024</b>	\$191
<b>Total Expenditures</b>	\$382

**Status**

Approved

Line Item ID: 364-3-0015

**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**

Classified Work Comp

**Account Number**

07 E 2500 250 0000 011

**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**

Work Comp incurred as a result of Salaries for Classifieds Staff to manage data associated with monitoring of student progress to address learning loss

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$2
<b>Budgeted Expenditures in SFY 2024</b>	\$2
<b>Total Expenditures</b>	\$4

**Status**

Approved

Line Item ID: 364-3-0016

**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**

Building Admin Salaries

**Account Number**

07 E 2410 111 0000 011

**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**

Salaries for Building Administration to analyze student data and facilitate data team meetings. Personnel will lead learning committees to ensure data and information are utilized to identify student needs, especially within vulnerable populations. This will aid with the process of properly identifying and placing students in proper Tier groups inside of the regular learning, possible afterschool programs, and identifying summer school participants to combat the impact of learning loss experienced from Covid 19. Personnel will supervise summer school and other learning loss programs.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$2,000
<b>Budgeted Expenditures in SFY 2024</b>	\$2,000
<b>Total Expenditures</b>	<u>\$4,000</u>

**Status**

Approved

Line Item ID: 364-3-0017



**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**

Building Admin Social Security

**Account Number**

07 E 2410220 0000 011

**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**

Payroll taxes incurred as a result of Salaries for Building Administration to analyze student data and facilitate data team meetings. This is an additional expense of salaries for those personnel that is leading committees that are identifying students and those of vulnerable populations. Personnel will lead learning committees to ensure data and information are utilized to identify student needs, especially within vulnerable populations. This will aid with correctly identifying and placing students in proper Tier groups inside of the regular learning, possible afterschool programs, and identifying summer school participants to combat the impact of learning loss experienced from Covid 19. Personnel will supervise summer school and other learning loss programs.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$153
<b>Budgeted Expenditures in SFY 2024</b>	\$153
<b>Total Expenditures</b>	<u>\$306</u>

**Status**

Approved

Line Item ID: 364-3-0018

**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**

Building Admin Work Comp

**Account Number**

07 E 2410 250 0000 011

**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**

Work Comp incurred as a result of Salaries for Building Administration to analyze student data and facilitate data team meetings. This is part of the expense so the personnel can lead committees to identify vulnerable student populations learning needs. Personnel will lead learning committees to ensure data and information are utilized to identify student needs, especially within vulnerable populations. This will aid with the process of properly identifying and placing students in proper Tier groups inside of the regular learning, possible afterschool programs, and identifying summer school participants to combat the impact of learning loss experienced from Covid 19. Personnel will supervise summer school and other learning loss programs.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$20
<b>Budgeted Expenditures in SFY 2024</b>	\$20
<b>Total Expenditures</b>	<u>\$40</u>

**Status**

Approved

Line Item ID: 364-3-0019

**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**

Certified Staff Salary

**Account Number**

07 E 2321 111 000 011

**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**

This position will be held by the Superintendent of Schools. (1 FTE) Our district does not employ a curriculum director - we are meeting this need by extending duties and adding this committee to increase awareness of the entire school system. This position and others that will be held by instructors, etc. will be designed to address the holes and gaps and student learning loss. Meetings and committee discussions are held outside of the regularly scheduled day.

Expanding the MTSS from a building approach to a district approach allows provides a focus on student data and the ability to make decisions and increase collaboration within a larger lens to gain insight on creating the best avenues for student success, growth and gains. Expansion of discussion of resources needed - for continuation and focus. This is a newly created position starting in the 2022-23 school year. The district has identified the need to direct focus on ensuring that it is taking a systematic approach to be able to identify and continue to follow the progress of students.

Identifying struggling students within all populations as well as possible curriculum needs that are causing holes and gaps in learning is essential to assist with providing for students who have experienced learning loss due to the Covid-19 pandemic.

Researching and purchasing evidence-based practices for curriculum to be used within the intervention and summer programs. Creating summer school schedules and formats designed to mitigate learning loss and academic struggles. Student data analysis in the areas of reading and math will be used to determine student summer school participation as well as provide support for team meetings. Directing the District MTSS committee to ensure that learning loss due to Covid 19 is identified within all student populations, especially vulnerable populations. Creating a district approach is essential to understand the needs at every level and coordinating after-school, regular learning time, and proper summer school programs are necessary to combat the learning loss from Covid 19.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
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<b>Budgeted Expenditures in SFY 2022</b>	\$0
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<b>Budgeted Expenditures in SFY 2023</b>	\$5,000
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<b>Budgeted Expenditures in SFY 2024</b>	\$5,000
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<b>Total Expenditures</b>	<u>\$10,000</u>
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**Status**

Disapproved

**Line Item Comment from KSDE**

This is not allowable under Uniform Grant Guidance (2 CFR 200)

Line Item ID: 364-3-0020

**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**

Certified Staff social Security

**Account Number**

07 E 2321 220 0000 011

**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**

This is a newly created position starting in the 2022-23 school year. This position will be held by the Superintendent of Schools. (1 FTE) Our district does not employ a curriculum director - we are meeting this need by extending duties and adding this committee to increase awareness of the entire school system. This position and others that will be held by instructors, etc. will be designed to address the holes and gaps and student learning loss. Meetings and committee discussions are held outside of the regularly scheduled day. The district has identified the need to direct focus on ensuring that it is taking a systematic approach to be able to identify and continue to follow the progress of students. Payroll taxes incurred as a result of Certified Staff that go above and beyond regular duty day to analyze student data and facilitate data team meetings. These expenses are part of the cost of supporting learning loss for students. Staff will be leading the District MTSS committee to ensure that learning loss due to Covid 19 is identified within all student populations, especially vulnerable populations. Creating a district approach is essential to understand the needs at every level and coordinating after-school, regular learning time, and proper summer school programs are necessary to combat the learning loss from Covid 19.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$383
<b>Budgeted Expenditures in SFY 2024</b>	\$383
<b>Total Expenditures</b>	<u>\$766</u>

**Status**

Disapproved

**Line Item Comment from KSDE**

This is not allowable under Uniform Grant Guidance (2 CFR 200)

Line Item ID: 364-3-0021

**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**

Certified Staff Work Comp

**Account Number**

07 E 2321 250 0000 011

**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**

This is a newly created position starting in the 2022-23 school year. This position will be held by the Superintendent of Schools. (1 FTE) Our district does not employ a curriculum director - we are meeting this need by extending duties and adding this committee to increase awareness of the entire school system. This position and others that will be held by instructors, etc. will be designed to address the holes and gaps and student learning loss. Meetings and committee discussions are held outside of the regularly scheduled day. The district has identified the need to direct focus on ensuring that it is taking a systematic approach to be able to identify and continue to follow the progress of students. Costs incurred as part of the duties that go above and beyond to analyze student data and facilitate data team meetings. These expenses are part of the cost to combat learning loss for students. Staff will be leading a newly appointed District MTSS committee to ensure that learning loss due to Covid 19 is identified within all student populations, especially vulnerable populations. Creating a district approach is essential to understand the needs at every level and coordinating after-school, regular learning time, and proper summer school programs are necessary to combat the learning loss from Covid 19. Researching and purchasing evidence-based practices for curriculum to be used within the intervention and summer programs.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$50
<b>Budgeted Expenditures in SFY 2024</b>	\$50
<b>Total Expenditures</b>	<u>\$100</u>

**Status**

Disapproved

**Line Item Comment from KSDE**

This is not allowable under Uniform Grant Guidance (2 CFR 200)

Line Item ID: 364-3-0023

**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**

Bus Cameras

**Account Number**

07 E 2720 659 5000 011

**Function Code**

2720 - Monitoring Services

**Object Code**

659 - Other

**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**

To assist with contract tracing, social distancing tool, occupancy counting and face mask detection. Purchase 33 cameras for 11 buses with 1 server and hardware. 15 - Developing strategies and implementing public health protocols for the reopening and operation of school facilities. - The equipment will assist us with the ability to conduct everyday operations without major interruptions for identification and maintaining proper procedures to ensure safety for students and staff when dealing with Covid 19 safety measures.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$86,360
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$86,360</u>

**Status**

Disapproved

**Line Item Comment from KSDE**

This is not reasonable under ESSER.

# ESSER III APPLICATION FOR D0388

Status  
Approved

## KSDE Application Comments

KSDE has not confirmed the ESEA Evidence level for 20% set aside activities. Each district is responsible for documenting the evidence base and verifying that it meets the Evidence Based criteria as defined in ESEA. Please retain a link to the evidence that you are basing this on and which tiers of evidence it meets for future monitoring. Please see this link for more details <https://ies.ed.gov/ncee/wwc/essa>

## Current Directory Information

<b><u>District</u></b>	<b><u>Address</u></b>	<b><u>Mail Address</u></b>
Ellis	1011 Washington, Ellis, KS 67637	PO Box 256, Ellis, KS 676370256
<b><u>Superintendent Name</u></b>	<b><u>Superintendent E-mail Address</u></b>	<b><u>Superintendent Phone Number</u></b>
Janice Wilson	jwilson@usd388.com	(785) 726-4281

## Authorized Representative of the District Information

<b><u>Name</u></b>	<b><u>Position of Title</u></b>	<b><u>E-mail Address</u></b>	<b><u>Phone Number</u></b>
Corey Burton	Superintendent	cburton@usd388.com	(785) 726-4281
<b><u>Other District Representative 1 - Name</u></b>		<b><u>Other District Representative 1 - E-mail Address</u></b>	
Connie Waldschmidt		cwaldschmidt@usd388.com	
<b><u>Other District Representative 2 - Name</u></b>		<b><u>Other District Representative 2 - E-mail Address</u></b>	

## Plan for Safe Return

Please paste a direct link of your school district's safe return plan that is posted on your website.

[https://core-docs.s3.amazonaws.com/documents/asset/uploaded\\_file/1562357/USD388MitigationLevels21-22.pdf](https://core-docs.s3.amazonaws.com/documents/asset/uploaded_file/1562357/USD388MitigationLevels21-22.pdf)

## Use of Funds for CDC Guidance

**How will the funds be used to implement prevention and mitigation strategies that are, to the greatest extent practicable, consistent with the most recent CDC guidance on reopening schools, in order to continuously and safely open and operate schools for in-person learning?**

USD 388 worked closely with the Ellis County Health Department and HaysMed to facilitate the Ellis County School Covid Advisory Council which includes USD 388 as well as all other public and private schools in Ellis County to safely operate in-person learning for this year and for the following years. This council meets on a weekly basis to review current case numbers and discuss appropriate mitigation strategies. Our goal was to remain open to allow us to provide quality instruction while keeping the learning environment safe for all stakeholders. The use of our funds will be reviewed by our local BOE, Site Base Councils, and KSDE to ensure that our expenditures align with best practices, help address learning losses, and promote safety. The funds will be utilized in a variety of areas: staff, technology, curriculum, sanitation, and physical plant needs.

## Stakeholder Engagement

Engaging in Meaningful Consultation with Stakeholders (Please describe the ways you meaningfully consulted with each group listed below as part of the development of the district ESSER III Plan)

## Students

A survey was sent to all 7-12 students to gain insight on what they felt should be considered for ESSER fund use. We had good participation with 55.5% of the students responding to the survey. The top areas indicated from the students were:

- Offering additional extracurricular activities (59%)
- Providing additional student technology (55%)
- Facility Upgrades that support student health needs (33%)
- Additional instructional materials and resources (25%)

These results were compiled and shared with the STUCO leadership via the high school principal at a scheduled meeting. During the meeting it was further explained what ESSER funds are allowed to be utilized for and how student input is important in the process. The students provided additional feedback and had some great ideas that were shared.

Our plan include purchasing new laptops and ipads using (ECF) Emergency Connectivity Funds. We have remodeled our high school bathrooms to included touch free fixtures using Cares Funds. We will be using ESSER II and III funds to purchase new 7-12 math curriculum. Last year, we used ESSER II funds to purchase new K-6 math curriculum. We will be using ESSER III funds to purchase Edgenuity licenses for our 7-12 summer school program. IXL will be purchased at the grade school to address learning loss in the area of math and MathXL will be purchased at the Jr/Sr high school. The district will look to apply ESSER III dollars toward an HVAC upgrade at the grade school to provide a safer learning environment; currently there is no make-up air entering the building. Air purifiers were purchased for each classroom this year using the Kansas K-12 Stay Positive Test Negative grant. This grant was also used to fund a nurse's aide to ensure we had health room coverage in both buildings. Additional library materials will be ordered to help students' learning loss in the area of reading. The district will be using ESSER III funds to purchase and train staff in the use of Fastbridge. Fastbridge will be used to monitor student learning and assess social emotional needs. Curriculum from Second Step was purchased for our K-8 students and School Connect was purchased for 9-12 to address students social and emotional needs.

## Families

The ESSER III Funding Survey was sent to all USD 388 Pre-K-12 parents/guardians via our Apptegy communication program. The survey was able to be taken online using a laptop, phone, or other online device. We had 74 parents/guardians responding to the survey. The top ESSER areas indicated by our parents/guardians on the survey were:

- Additional instructional materials and resources (55%)
- Additional personnel and staff support for academic intervention (53%)
- After school tutoring programs (45%)
- Facility upgrades that support student health needs (41%)

These survey results were shared and discussed by the building principals at their April Site Base Council meetings. These councils are made up of parents, business representatives, community leaders, staff members, and students. Good discussion occurred and other ideas were developed.

These survey results were also shared with the board of education at their regularly scheduled May board meeting. The board and administrative staff discussed the best ways to spend our ESSER dollars.

In addition to purchases outlined under student responses, the district has committed ESSER II and III dollars to maintain small class sizes at the grade school in the early elementary years. We will also be using ESSER III dollars for incentive pay for staff. The last few years have been challenging and it is important that we maintain our high-quality staff. We will be using ESSER III funds for our 7-12 summer school program and our afterschool tutoring program during the 22-23 school year.

## School and District Administrators including Special Education Administration



We are a small Western Kansas school district. We have one superintendent and two building principals. We are part of the West Central Kansas Special Education Cooperative which has a director. We have weekly meetings to discuss a variety of topics. This past year we have had numerous meetings where we discuss our ESSER II & III plan. The building principals have been very instrumental in identifying the needs within their buildings and we are in solidarity with our plan. Our special education director has been an active voice for those students who have special education needs. The top priorities discussed by the administrative team this year have been:

- Facility upgrades that support student health needs
- Expanded social and emotional learning and mental health services
- Summer learning programs
- Additional personnel and staff support for academic intervention
- Additional instructional materials and resources

In addition to what was outlined above, the district will be using ESSER III funds to support student social emotional needs by providing another year of Trauma Informed Training for all staff.

### **Teachers, Principals, School leaders, other Educators, School Staff and their Unions**

The Ellis School District operates with weekly Professional Learning Communities. We used this time for building administrators to meet with teachers and school staff regarding our ESSER III plan. The district also uses a district level Curriculum Coordinating Council to manage curriculum decisions, facilitate the KESA process, and plan in-service activities. The superintendent was able to lead a discussion over ESSER III uses and facilitate a discussion on how best to use our funds with this group. These PLC and CCC meetings lead to productive conversation and a chance to develop a solid plan for investing our ESSER dollars. Staff were also given a survey to help get data in regards to their input. We had 27 staff members respond to our online survey. The staff survey results indicated:

- Additional behavioral support and interventions (74%)
- Additional personnel and staff support for academic intervention (52%)
- Facility upgrades that support student health needs (52%)
- After school tutoring programs (44%)
- Summer learning programs (44%)

### **Tribes**

USD 388 has no tribal lands within 50 miles of our district to reach out to. We ran a report from our student information system to see if any of our students/families identify themselves as Native American. We currently have zero students who identify as Native American. Due to these constraints, we were unable to gather data in this area.

### **Civil Rights Organization including Disability Rights Organizations**

The superintendent called the following local civil rights organizations with the request of providing us suggestions on how we could best meet our students needs via an online survey:

- Developmental Services of Northwest Kansas
- Living Independently in Northwest Kansas
- Western Kansas Association of the Concerns of the Disabled

These groups agreed to help with this by completing our survey. The results for this group are as follows:

- Additional behavioral support and interventions (100%)
- After school tutoring programs (75%)
- Additional instructional materials and resources (50%)
- Providing additional technology for student use (50%)
- Expanded social and emotional learning and mental health services (50%)
- Offering additional extra-curricular activities (50%)
- Summer learning programs (50%)

Please refer to activities listed above.

### **Stakeholders representing the interests of children with disabilities, English Learners, children experiencing homelessness, children in foster care, migratory students, children who are incarcerated, and other underserved students**

USD 388 has a very small population of students in each of these categories with the exception of children with disabilities. As outlined above we have had multiple meetings discussing ESSER uses with our special education director and other special education teaching staff through our PLC meetings. These individuals have served as advocates for these students within these conversations. In our survey that was sent to all parents/guardians, we asked them to indicate if they associated their children within one of these groups. We had seven parents return surveys with five marking they had a student with disabilities and two marking they had a student within the foster care system. They provided us the following suggestions:

- Additional personnel and staff support for academic interventions (86%)
- Additional behavioral support and interventions (57%)
- After school tutoring programs (57%)
- Facility upgrades that support student health needs (43%)
- Additional instructional materials and resources (43%)

Please refer to activities listed above.

### **Provide the public the opportunity to provide input and take such input into account**

Our survey was sent out to all parents of students in our Pre-K-12 grade programs, all 7-12 students, all staff members, multiple community organizations, and all board members. In total 206 surveys were completed.

Within these survey results the following students were represented:

- Pre-K Early Childhood (5 responses)
- Elementary Students (40 responses)
- Junior High Students (59 responses)
- High School Students (113 responses)
- Not Applicable (33 responses)

In looking at overall results within our survey, the following top 5 activities were outlined:

- Providing additional technology for student use (45.6%)
- Offering additional extra-curricular activities (41.7%)
- Additional instructional materials and resources (38.3%)
- Facility upgrades that support student health needs (37.9%)
- After school tutoring programs (32.5%)

All this information has been shared with our school board in open meeting. This information is available online through our BoardDocs program and all board discussions are recorded and posted to our USD 388 YouTube Channel.

### **Use of Funds for Learning Loss Set Aside and The Rest of The Allocation**

**Please briefly describe the impacts of COVID-19 on the district and its Pre-K through 12 students, including any relevant data where possible (e.g., cost impact, learning loss, emotional impact on students). If there has been a disproportionate impact on a special population in the district (e.g., students with disabilities, English Learners, students in foster care, students in poverty, etc.), please describe the impact and provide the number of Pre-K through 12 students in that population.**

Some impacts of COVID-19 are easy to measure while other impacts, such as the emotional piece, are more difficult to track. For USD 388, the student attendance rate fell in the 20-21 school year. The number of students with chronic absenteeism was 10.5% (approximately 35 kids). This means they were absent from both in person and/or remote learning. In a district with a FTE of 350, this number was exceedingly high. Learning and instruction are both impacted when absenteeism numbers are this high. Our chronic absenteeism rate in 19-20 was 8.8% and 7.0% in the 18-19 school year.

There was also significant learning loss with our students since COVID-19 started in March of 2020. State assessment results for the past few years have shown an increase in the percent of students at level 1 with the biggest loss in the area of math. Our overall district math scores for students scoring at level 1 has gone from 19.32% in 18-19 to 22.34% in 20-21. In the area of Students with Disabilities this change is even more drastic. Students with Disabilities scoring at level 1 has gone from 42.85% in 18-19 to 61.53% in 20-21. Students with Disabilities also showed an increase in the number of students scoring at level 1 over these years in both ELA and Science.

We have also seen a drastic increase in the number of students who are failing classes, specifically at the junior and senior high school level over the past three years. Our number of students who failed a course or courses has grown from 4 or 5 per year, to well over a dozen. This had led us to the point where we have implemented a more structured 7-12 summer school program to help these students to gain missed skills and stay on track to graduate with their peers.

**How the LEA will use the funds it reserves under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year? (Provide specific references to evidence-based interventions that meet one of the four tiers of evidence, as defined in Sec. 8101(21) of ESEA)**

Ellis Jr/Sr high school will again be implementing a four-week summer school program for all students who have fallen behind academically. ESSER III funds will be used to purchase the curriculum and staff for this program. Our junior high students will focus on skill deficits and our high school students will focus on credit recovery. During the 22-23 school year, we will run an after-school program that will provide student tutoring and structured learning time for students who have fallen behind.

**How the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act?**

We will continue to utilize the activities listed above and continue to implement new strategies as needed. As new programs are implemented, the district will add to and revise their request for funds. The district will be taking a closer look on how to implement ESSER III funds to improve the fresh air make up at the grade school building.

**How the LEA will ensure that the interventions it implements, including but not limited to the interventions under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time, will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students disproportionately impacted by the COVID-19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students.**

USD 388 will monitor student learning through the use of Fastbridge, state assessments, ACT, student success data, graduation rate, and local assessments. Fastbridge will also be utilized to monitor students' social emotional health and Second Step and School Connect will be used to provide social emotional support and education. The district will maintain two full time counselors, one in each attendance center. The district will continue to work with High Plains Mental Health to address the needs of our most needed students.

## Allocations

	Direct Allocation	True Up Allocation	Total Allocation		20% Minimum
ESSER III Allocations	\$419,903	\$0	\$419,903	ESSER III Allocations	\$83,981
Approved Total	\$368,090	\$0	\$368,090	Approved Total	\$127,770
Amount Left	\$51,813	\$0	\$51,813	Amount Still Needed	\$0
In Review Total	\$48,000	\$0	\$48,000	In Review Total	\$0
Amount Left	\$3,813	\$0	\$3,813	Amount Still Needed	\$0

## Line Items

ID	Allocation Type	Learning Loss	Function Code	Object Code	Allowable Use	Total Expenditures	Status
388-3-0035	Direct	False	1000	644	12	\$48,000	Task Force Review
388-3-0015	Direct	False	1000	110	16	\$63,000	Approved
388-3-0016	Direct	True	1000	110	11A	\$3,000	Approved
388-3-0017	Direct	True	1000	444	11A	\$2,020	Approved
388-3-0018	Direct	True	1000	444	12	\$1,400	Approved
388-3-0019	Direct	False	1000	330	12	\$3,250	Approved
388-3-0020	Direct	False	1000	110	12	\$1,100	Approved
388-3-0021	Direct	False	1000	330	3	\$2,100	Approved
388-3-0023	Direct	False	1000	641	12	\$3,160	Approved
388-3-0024	Direct	False	1000	330	12	\$2,925	Approved
388-3-0025	Direct	True	1000	330	12	\$3,000	Approved
388-3-0026	Direct	True	1000	330	12	\$14,850	Approved
388-3-0028	Direct	True	1000	150	11B	\$3,500	Approved
388-3-0029	Direct	False	1000	323	3	\$3,000	Approved
388-3-0030	Direct	False	1000	444	9	\$3,861	Approved
388-3-0031	Direct	True	2000	110	12	\$100,000	Approved
388-3-0032	Direct	False	2100	323	10	\$5,000	Approved
388-3-0033	Direct	False	2213	110	12	\$18,424	Approved
388-3-0034	Direct	False	1000	100	16	\$134,500	Approved

## Line Item Details

Line Item ID: 388-3-0035

**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**

EsserIII

**Account Number**

07

**Function Code**

1000 - Instruction

**Object Code**

644 - Textbooks

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

NEW We are purchasing a new K-6 reading curriculum to help us address learning loss that occurred over the past several years. The current curriculum is outdated and doesn't address the standards or follows the Science or Reading that is desperately needed to help move students to a proficient level. Our State assessment scores have decreased or remained stagnant in the past 3 years. Open Court Reading is research-validated as well as research-based. A carefully crafted instructional plan and a purposeful progression of skills empower teachers and help make research actionable. By recognizing foundational skills as critical building blocks, Open Court Reading prepares students for a lifetime of literacy and learning.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$48,000**Total Expenditures** \$48,000**Status**

Task Force Review

**Line Item Comment from KSDE**

New Line Item

Line Item ID: 388-3-0015

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III

**Account Number**

07

**Function Code**

1000 - Instruction

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Finding and keeping quality staff is becoming more and more difficult. The stress of the pandemic has escalated this. To help ensure we keep quality staff incentive pay will be used next year. Each full-time employee will receive \$1000.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
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<b>Budgeted Expenditures in SFY 2022</b>	\$0
--	-----

<b>Budgeted Expenditures in SFY 2023</b>	\$63,000
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<b>Budgeted Expenditures in SFY 2024</b>	\$0
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<b>Total Expenditures</b>	<u>\$63,000</u>
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**Status**

Approved

Line Item ID: 388-3-0016

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III

**Account Number**

07

**Function Code**

1000 - Instruction

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

We will be holding summer school for students 7-12 who have fallen behind academically. These students are all at-risk students and will focus on students from low-income families and children with disabilities.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
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<b>Budgeted Expenditures in SFY 2022</b>	\$3,000
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<b>Budgeted Expenditures in SFY 2023</b>	\$0
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<b>Budgeted Expenditures in SFY 2024</b>	\$0
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<b>Total Expenditures</b>	<u>\$3,000</u>
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**Status**

Approved

Line Item ID: 388-3-0017

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III

**Account Number**

07

**Function Code**

1000 - Instruction

**Object Code**

444 - Software Services

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

We utilize Edgenuity for our 7-12 summer school program. These students are all at-risk students.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$2,020**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$2,020**Status**

Approved

Line Item ID: 388-3-0018

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III

**Account Number**

07

**Function Code**

1000 - Instruction

**Object Code**

444 - Software Services

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

We will purchase FastBridge as a tool to measure and address academic learning and social-emotional needs of students created by the COVID pandemic. This will assist us in supporting our students from low-income families and children with disabilities.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$1,400**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$1,400**Status**

Approved

Line Item ID: 388-3-0019

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III

**Account Number**

07

**Function Code**

1000 - Instruction

**Object Code**

330 - Professional Employee Training and Development Services

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

We are bringing in an Fastbridge trainer for our teachers.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$3,250**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$3,250**Status**

Approved

Line Item ID: 388-3-0020

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III

**Account Number**

07

**Function Code**

1000 - Instruction

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Teachers will be paid for off duty curriculum work to receive their Fastbridge training.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$1,100**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$1,100**Status**

Approved

Line Item ID: 388-3-0021



**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III

**Account Number**

07

**Function Code**

1000 - Instruction

**Object Code**

330 - Professional Employee Training and Development Services

**Allowable Use**

3 - Providing principals and other school leaders with resources to address individual school needs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

We will be receiving an additional round of Trauma Informed Training for all staff. This will assist us in meeting the academic and social emotional needs of our students.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
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<b>Budgeted Expenditures in SFY 2022</b>	\$0
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<b>Budgeted Expenditures in SFY 2023</b>	\$2,100
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<b>Budgeted Expenditures in SFY 2024</b>	\$0
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<b>Total Expenditures</b>	\$2,100
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**Status**

Approved

Line Item ID: 388-3-0023

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III

**Account Number**

07

**Function Code**

1000 - Instruction

**Object Code**

641 - Books

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

We are purchasing additional library books to enhance our reading selection. This will give our students who have fallen behind in reading more reading selections to choose from.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
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<b>Budgeted Expenditures in SFY 2022</b>	\$3,160
--	---------

<b>Budgeted Expenditures in SFY 2023</b>	\$0
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<b>Budgeted Expenditures in SFY 2024</b>	\$0
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<b>Total Expenditures</b>	\$3,160
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**Status**

Approved

Line Item ID: 388-3-0024

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III

**Account Number**

07

**Function Code**

1000 - Instruction

**Object Code**

330 - Professional Employee Training and Development Services

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

We will continue to use Xello in student IPS development. We will utilize Method Test Prep to help student prepare for the ACT. Our ACT composite score fell from 20.8 in 2019 to 19.8 in 2020.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
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<b>Budgeted Expenditures in SFY 2022</b>	\$2,925
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<b>Budgeted Expenditures in SFY 2023</b>	\$0
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<b>Budgeted Expenditures in SFY 2024</b>	\$0
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<b>Total Expenditures</b>	<u>\$2,925</u>
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**Status**

Approved

Line Item ID: 388-3-0025

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III

**Account Number**

07

**Function Code**

1000 - Instruction

**Object Code**

330 - Professional Employee Training and Development Services

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

We are purchasing a subscription to IXL to assist our K-6 grade students who have fallen behind in Math with special attention give to students from low-income families and children with disabilities.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
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<b>Budgeted Expenditures in SFY 2022</b>	\$3,000
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<b>Budgeted Expenditures in SFY 2023</b>	\$0
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<b>Budgeted Expenditures in SFY 2024</b>	\$0
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<b>Total Expenditures</b>	<u>\$3,000</u>
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**Status**

Approved

Line Item ID: 388-3-0026

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III

**Account Number**

07

**Function Code**

1000 - Instruction

**Object Code**

330 - Professional Employee Training and Development Services

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

We are purchasing a subscription to Math XL to assist our 7-12 students who have fallen behind in Math with special attention give to students from low-income families and children with disabilities.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
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<b>Budgeted Expenditures in SFY 2022</b>	\$14,850
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<b>Budgeted Expenditures in SFY 2023</b>	\$0
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<b>Budgeted Expenditures in SFY 2024</b>	\$0
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<b>Total Expenditures</b>	<u>\$14,850</u>
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**Status**

Approved

Line Item ID: 388-3-0028

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III

**Account Number**

07

**Function Code**

1000 - Instruction

**Object Code**

150 - Additional Compensation

**Allowable Use**

11B - Planning and implementing supplemental after-school programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

We will be running an after-school program for those students who fall behind academically. Their will be tutors available at this time. We will focus this attention on students from low-income families and children with disabilities.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
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<b>Budgeted Expenditures in SFY 2022</b>	\$0
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<b>Budgeted Expenditures in SFY 2023</b>	\$3,500
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<b>Budgeted Expenditures in SFY 2024</b>	\$0
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<b>Total Expenditures</b>	<u>\$3,500</u>
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**Status**

Approved

Line Item ID: 388-3-0029

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III

**Account Number**

07

**Function Code**

1000 - Instruction

**Object Code**

323 - Student Services

**Allowable Use**

3 - Providing principals and other school leaders with resources to address individual school needs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

We would like to implement a school store to reward students for making improvements and being successful. Students can earn Railer Bucks by doing well academically, demonstrating positive behavior, etc. We will survey students to see what items they would be most interested in purchasing.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$3,000
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$3,000</u>

**Status**

Approved

Line Item ID: 388-3-0030

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III

**Account Number**

07

**Function Code**

1000 - Instruction

**Object Code**

444 - Software Services

**Allowable Use**

9 - Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

We are purchasing Schoology again as our high school online learning software. When we first went remote, we found that students and parents were confused because each teacher was using their own different program. We researched learning platforms and selected Schoology as our platform. All 7-12 teachers are now using this platform to assist students in their learning and allow students who are quarantined at home to continue with instruction.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$3,861
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$3,861</u>

**Status**

Approved

Line Item ID: 388-3-0031

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III

**Account Number**

07

**Function Code**

2000 - Support Services

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

To hire literacy and instructional coaching for all staff in the areas of the core curriculum to address learning loss of students most impacted by COVID 19 which includes tier 2 and 3 students. students with disabilities, children experiencing homelessness and children in foster care.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$100,000
<b>Total Expenditures</b>	\$100,000

**Status**

Approved

Line Item ID: 388-3-0032

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III

**Account Number**

07

**Function Code**

2100 - Support Services (Students)

**Object Code**

323 - Student Services

**Allowable Use**

10 - Providing mental health services and supports.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Since COVID and the stay at home order from two years ago, we are seeing more and more students who lack drive and ambition with schoolwork and are needing credit recover to graduate. These funds will be used to provide motivational and mental health services to accommodate the stresses and mental challenges caused by COVID 19 and impacted student learning. Topics will include bullying, suicide awareness, and stress management.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$2,500
<b>Budgeted Expenditures in SFY 2024</b>	\$2,500
<b>Total Expenditures</b>	\$5,000

**Status**

Approved

Line Item ID: 388-3-0033

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III

**Account Number**

07

**Function Code**

2213 - Instructional Staff Training Services

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

To mitigate learning loss among students due to the COVID-19 Pandemic, our staff have requested and we plan to provide extensive professional development, consultation, and support services to support our administrators, teachers, and paraeducators in the following areas: curriculum development, revision, implementation, and evaluation; instructional planning practices; and assessment development and implementation to include local and State assessments. To provide this professional development and support in a collaborative and cost effective manner, our district will use ESSER III funds to purchase registrations for professional learning opportunities in these areas. To include teacher leaders, literacy leader and math leader cadre.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$9,212
<b>Budgeted Expenditures in SFY 2024</b>	\$9,212
<b>Total Expenditures</b>	<u>\$18,424</u>

**Status**

Approved

Line Item ID: 388-3-0034

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III

**Account Number**

07

**Function Code**

1000 - Instruction

**Object Code**

100 - Personal Services - Salaries

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

NEW Finding and keeping quality staff is becoming more and more difficult. The stress of the pandemic has escalated this. To help ensure we keep quality staff incentive pay will be used next year. Each fulltime employee will receive \$1000 two times to be paid out in November 2023 and again in March 2024. We have 37 certified staff, 25 classified staff. The cost would include the incentive and taxes. Total is \$134,500.00

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$134,500
<b>Total Expenditures</b>	\$134,500

**Status**

Approved

# ESSER III APPLICATION FOR D0394

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>
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	<a href="mailto:rchickadonz@usd394.com">rchickadonz@usd394.com</a>	(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	<a href="mailto:purchasing@usd394.com">purchasing@usd394.com</a>	(316) 776-3300

<u>Other District Representative 1 - Name</u>	<u>Other District Representative 1 - E-mail Address</u>
Randal Chickadonz	<a href="mailto:rchickadonz@usd394.com">rchickadonz@usd394.com</a>

<u>Other District Representative 2 - Name</u>	<u>Other District Representative 2 - E-mail Address</u>
Julie McPherron	<a href="mailto:jmcpherron@usd394.com">jmcpherron@usd394.com</a>

## 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	\$1,150,357	\$0	\$1,150,357	Approved Total	\$492,505
Amount Left	\$14,554	\$0	\$14,554	Amount Still Needed	\$0
In Review Total	\$14,554	\$0	\$14,554	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
394-3-0103	Direct	False	2610	459	14	\$7,553	Task Force Review
394-3-0104	Direct	False	2610	459	14	\$7,001	Task Force Review
394-3-0030	Direct	True	2300	653	12	\$300	Approved
394-3-0036	Direct	False	3100	121	4	\$594	Approved
394-3-0044	Direct	False	2100	610	12	\$1,181	Approved
394-3-0059	Direct	True	1000	610	11A	\$15,501	Approved
394-3-0060	Direct	True	2710	626	11A	\$2,333	Approved
394-3-0061	Direct	True	1000	111	11A	\$134,900	Approved
394-3-0062	Direct	True	1000	121	11A	\$68,635	Approved
394-3-0063	Direct	True	1000	221	11A	\$15,626	Approved
394-3-0064	Direct	False	2134	330	3	\$435	Approved
394-3-0065	Direct	False	2134	330	3	\$385	Approved
394-3-0066	Direct	False	1000	110	16	\$160,500	Approved
394-3-0067	Direct	False	2100	120	16	\$18,250	Approved
394-3-0068	Direct	False	2200	120	16	\$17,500	Approved
394-3-0069	Direct	False	2300	110	16	\$3,000	Approved
394-3-0070	Direct	False	2400	110	16	\$12,000	Approved
394-3-0071	Direct	False	2500	120	16	\$14,000	Approved
394-3-0072	Direct	False	2600	120	16	\$28,500	Approved
394-3-0073	Direct	False	2710	120	16	\$13,500	Approved
394-3-0074	Direct	False	2900	120	16	\$20,750	Approved
394-3-0075	Direct	False	3100	120	16	\$12,500	Approved
394-3-0076	Direct	False	1000	110	16	\$12,000	Approved
394-3-0077	Direct	False	2000	120	16	\$42,250	Approved
394-3-0078	Direct	False	1000	115	16	\$110,844	Approved
394-3-0079	Direct	False	1000	220	16	\$8,845	Approved
394-3-0080	Direct	False	2130	115	16	\$1,399	Approved
394-3-0081	Direct	False	1000	110	16	\$63,828	Approved
394-3-0082	Direct	False	2100	120	16	\$5,935	Approved
394-3-0083	Direct	False	2200	120	16	\$1,366	Approved

394-3-0084	Direct	False	2400	110	16	\$3,159	Approved
394-3-0085	Direct	False	2500	120	16	\$4,040	Approved
394-3-0086	Direct	False	2600	120	16	\$6,361	Approved
394-3-0087	Direct	False	2700	120	16	\$3,545	Approved
394-3-0088	Direct	False	2900	120	16	\$7,550	Approved
394-3-0089	Direct	False	3100	120	16	\$2,164	Approved
394-3-0090	Direct	True	1000	599	11A	\$13,493	Approved
394-3-0091	Direct	True	1000	644	12	\$225,709	Approved
394-3-0092	Direct	False	1000	220	16	\$31,270	Approved
394-3-0093	Direct	False	1000	290	16	\$348	Approved
394-3-0094	Direct	False	2130	221	16	\$107	Approved
394-3-0095	Direct	False	1000	653	3	\$15,136	Approved
394-3-0096	Direct	False	1000	653	3	\$16,255	Approved
394-3-0097	Direct	False	1000	653	3	\$17,446	Approved
394-3-0098	Direct	True	2400	653	12	\$7,975	Approved
394-3-0099	Direct	True	2400	653	12	\$1,796	Approved
394-3-0100	Direct	True	2400	653	12	\$2,611	Approved
394-3-0101	Direct	True	2400	653	12	\$3,626	Approved
394-3-0102	Direct	False	2100	610	12	\$909	Approved

## Line Item Details

Line Item ID: 394-3-0103



**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**

77992

**Account Number**

E3: BLDG - AIR QUALITY SENSORS RHMS

**Function Code**

2610 - Operation of Building

**Object Code**

459 - Other Construction 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**

These Air Quality Sensors paired with our Camera Surveillance have assisted our schools in operating safely and in compliance with local health and safety guidelines throughout the Covid-19 pandemic. This is accomplished by deploying powerful video analytics for occupancy counting, social distancing, and air quality monitoring sensors.

Our first line of defense was the Air Quality Sensors, they were installed during the height of the pandemic while our local precautionary requirements for masks and social distancing were very rigorous. These sensors detect five key factors that make up the Health Index which has been used to identify the risk level of spreading infectious diseases. By implementing air quality sensors in our school district, we were able to stay on top of air-management within our buildings and keep our students healthy and in the classroom, which we believe was a valuable asset. The Health Index monitors five key factors: Carbon Dioxide, Particulate, Humidity, Volatile Organic Compounds and Nitrogen Dioxide in the air. The Health Index data allows us to capture complete air quality awareness and we have been able to take a proactive approach to remediation of Covid-19.

The Focus of Attention Interface within ACC uses Artificial Intelligence to detect and flag for events that could pose a potential health hazard such as not following social distancing, occupancy counting and poor Health Index readings. If those events are flagged, our administration, receive alerts via text, email, or both, to allow for that timely remediation.

The systems work together to mitigate the spread of illness, specifically Covid-19 as a focus and have kept our educators and students safe in our facilities, for a more productive learning experience for all.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
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<b>Budgeted Expenditures in SFY 2022</b>	\$0
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<b>Budgeted Expenditures in SFY 2023</b>	\$7,553
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<b>Budgeted Expenditures in SFY 2024</b>	\$0
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<b>Total Expenditures</b>	<u>\$7,553</u>
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**Status**

Task Force Review

**Line Item Comment from KSDE**

District would like this line to go to TF, if it's deemed ineligible.

Line Item ID: 394-3-0104

**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**

77993

**Account Number**

E3: BLDG - AIR QUALITY SENSORS RHHS

**Function Code**

2610 - Operation of Building

**Object Code**

459 - Other Construction 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**

These Air Quality Sensors paired with our Camera Surveillance have assisted our schools in operating safely and in compliance with local health and safety guidelines throughout the Covid-19 pandemic. This is accomplished by deploying powerful video analytics for occupancy counting, social distancing, and air quality monitoring sensors.

Our first line of defense was the Air Quality Sensors, they were installed during the height of the pandemic while our local precautionary requirements for masks and social distancing were very rigorous. These sensors detect five key factors that make up the Health Index which has been used to identify the risk level of spreading infectious diseases. By implementing air quality sensors in our school district, we were able to stay on top of air-management within our buildings and keep our students healthy and in the classroom, which we believe was a valuable asset. The Health Index monitors five key factors: Carbon Dioxide, Particulate, Humidity, Volatile Organic Compounds and Nitrogen Dioxide in the air. The Health Index data allows us to capture complete air quality awareness and we have been able to take a proactive approach to remediation of Covid-19.

The Focus of Attention Interface within ACC uses Artificial Intelligence to detect and flag for events that could pose a potential health hazard such as not following social distancing, occupancy counting and poor Health Index readings. If those events are flagged, our administration, receive alerts via text, email, or both, to allow for that timely remediation.

The systems work together to mitigate the spread of illness, specifically Covid-19 as a focus and have kept our educators and students safe in our facilities, for a more productive learning experience for all.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
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<b>Budgeted Expenditures in SFY 2022</b>	\$0
--	-----

<b>Budgeted Expenditures in SFY 2023</b>	\$7,001
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<b>Budgeted Expenditures in SFY 2024</b>	\$0
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<b>Total Expenditures</b>	<u>\$7,001</u>
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**Status**

Task Force Review

**Line Item Comment from KSDE**

District would like this line to go to TF, if it's deemed ineligible.

**Allocation Type**

Direct Allocation

**Is 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.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$300
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$300</u>

**Status**

Approved

**Line Item Comment from KSDE**

Please explain how this line item differs from lines 40, 41, 42, &amp; 43.

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.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$594
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$594</u>

**Status**

Approved

**Line Item Comment from KSDE**

Please further explain what this is and what the money is going to be spent on.

Line Item ID: 394-3-0044

**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).

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$1,181
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$1,181</u>

**Status**

Approved

**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: 394-3-0059

**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**

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** \$5,368**Budgeted Expenditures in SFY 2023** \$5,500**Budgeted Expenditures in SFY 2024** \$4,633**Total Expenditures** \$15,501**Status**

Approved

**Line Item Comment from KSDE**

Change Request: previously approved for \$42,825

Line Item ID: 394-3-0060

**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**

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** \$333**Budgeted Expenditures in SFY 2023** \$1,000**Budgeted Expenditures in SFY 2024** \$1,000**Total Expenditures** \$2,333**Status**

Approved

**Line Item Comment from KSDE**

Change Request: previously approved for \$3,000.

Line Item ID: 394-3-0061

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

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/Admin wages for summer school.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$42,900**Budgeted Expenditures in SFY 2023** \$45,000**Budgeted Expenditures in SFY 2024** \$47,000**Total Expenditures** \$134,900**Status**

Approved

**Line Item Comment from KSDE**

Change Request: previously approved for \$122,400.

Line Item ID: 394-3-0062

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

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** \$16,635**Budgeted Expenditures in SFY 2023** \$25,000**Budgeted Expenditures in SFY 2024** \$27,000**Total Expenditures** \$68,635**Status**

Approved

**Line Item Comment from KSDE**

Change Request: previously approved for \$47,475

Line Item ID: 394-3-0063

**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**

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** \$4,626**Budgeted Expenditures in SFY 2023** \$5,300**Budgeted Expenditures in SFY 2024** \$5,700**Total Expenditures** \$15,626**Status**

Approved

**Line Item Comment from KSDE**

Change Request: previously approved for \$300

Line Item ID: 394-3-0064

**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**

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 &amp; Conference for KS School Nurses.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$435**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$435**Status**

Approved

**Line Item Comment from KSDE**

Change Request: previously approved for \$660

Line Item ID: 394-3-0065



**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**

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 &amp; Conference for KS School Nurses

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$385
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$385</u>

**Status**

Approved

**Line Item Comment from KSDE**

Change Request: previously approved for \$660

Line Item ID: 394-3-0066

**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**

E3: SAL PREMIUM PAY INSTRUCTIONAL

**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.

Our intension was that 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 wee. \$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 premium pay was carried out per the above specifications, we just chose to wait until a later date than December until we secured approval from the TaskForce, so it happened at the end of February, beginning of March 2022.

We also carried out a second premium pay scenario that was paid 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. One 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 total premium pay amounts came to more than we had estimated in the beginning which is why we are submitting it as a new line item to reflect the new values.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$160,500
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$160,500</u>

**Status**

Approved

**Line Item Comment from KSDE**

Change Request: raised total amount.

**Allocation Type**

Direct Allocation

**Is this 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.

Our intension was that 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 wee. \$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 premium pay was carried out per the above specifications, we just chose to wait until a later date than December until we secured approval from the TaskForce, so it happened at the end of February, beginning of March 2022.

We also carried out a second premium pay scenario that was paid 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. One 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 total premium pay amounts came to more than we had estimated in the beginning which is why we are submitting it as a new line item to reflect the new values.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$18,250
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$18,250</u>

**Status**

Approved

**Line Item Comment from KSDE**

Change Request: raised total amount.

Line Item ID: 394-3-0068

**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**

E3: SAL PREMIUM PAY INSTRU 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.

Our intension was that 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 wee. \$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 premium pay was carried out per the above specifications, we just chose to wait until a later date than December until we secured approval from the TaskForce, so it happened at the end of February, beginning of March 2022.

We also carried out a second premium pay scenario that was paid 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. One 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 total premium pay amounts came to more than we had estimated in the beginning which is why we are submitting it as a new line item to reflect the new values.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$17,500
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$17,500</u>

**Status**

Approved

**Line Item Comment from KSDE**

Change Request: raised total amount.

Line Item ID: 394-3-0069

**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**

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.

Our intension was that 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 wee. \$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 premium pay was carried out per the above specifications, we just chose to wait until a later date than December until we secured approval from the TaskForce, so it happened at the end of February, beginning of March 2022.

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The total premium pay amounts came to more than we had estimated in the beginning which is why we are submitting it as a new line item to reflect the new values.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$3,000
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$3,000</u>

**Status**

Approved

**Line Item Comment from KSDE**

Change Request: raised total amount.

Line Item ID: 394-3-0070

**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**

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.

Our intension was that 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 wee. \$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 premium pay was carried out per the above specifications, we just chose to wait until a later date than December until we secured approval from the TaskForce, so it happened at the end of February, beginning of March 2022.

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The total premium pay amounts came to more than we had estimated in the beginning which is why we are submitting it as a new line item to reflect the new values.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$12,000
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$12,000</u>

**Status**

Approved

**Line Item Comment from KSDE**

Change Request: raised total amount.

**Allocation Type**

Direct Allocation

**Is this 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.

Our intension was that 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 wee. \$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 premium pay was carried out per the above specifications, we just chose to wait until a later date than December until we secured approval from the TaskForce, so it happened at the end of February, beginning of March 2022.

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The total premium pay amounts came to more than we had estimated in the beginning which is why we are submitting it as a new line item to reflect the new values.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$14,000
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	\$14,000

**Status**

Approved

**Line Item Comment from KSDE**

Change Request: raised total amount.

Line Item ID: 394-3-0072

**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**

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.

Our intension was that 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 wee. \$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 premium pay was carried out per the above specifications, we just chose to wait until a later date than December until we secured approval from the TaskForce, so it happened at the end of February, beginning of March 2022.

We also carried out a second premium pay scenario that was paid 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. One 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 total premium pay amounts came to more than we had estimated in the beginning which is why we are submitting it as a new line item to reflect the new values.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$28,500
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$28,500</u>

**Status**

Approved

**Line Item Comment from KSDE**

Change Request: raised total amount.

Line Item ID: 394-3-0073



**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**E3: SAL PREMIUM PAY  
TRANSPORTATION**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.

Our intension was that 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 wee. \$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 premium pay was carried out per the above specifications, we just chose to wait until a later date than December until we secured approval from the TaskForce, so it happened at the end of February, beginning of March 2022.

We also carried out a second premium pay scenario that was paid 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. One 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 total premium pay amounts came to more than we had estimated in the beginning which is why we are submitting it as a new line item to reflect the new values.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$13,500
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$13,500</u>

**Status**

Approved

**Line Item Comment from KSDE**

Change Request: raised total amount.

Line Item ID: 394-3-0074

**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**

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.

Our intension was that 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 wee. \$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 premium pay was carried out per the above specifications, we just chose to wait until a later date than December until we secured approval from the TaskForce, so it happened at the end of February, beginning of March 2022.

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The total premium pay amounts came to more than we had estimated in the beginning which is why we are submitting it as a new line item to reflect the new values.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$20,750
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$20,750</u>

**Status**

Approved

**Line Item Comment from KSDE**

Change Request: raised total amount.

Line Item ID: 394-3-0075

**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**

E3: SAL PREMIUM PAY FOOD SERVICE

**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.

Our intension was that 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 wee. \$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 premium pay was carried out per the above specifications, we just chose to wait until a later date than December until we secured approval from the TaskForce, so it happened at the end of February, beginning of March 2022.

We also carried out a second premium pay scenario that was paid 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. One 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 total premium pay amounts came to more than we had estimated in the beginning which is why we are submitting it as a new line item to reflect the new values.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$12,500
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$12,500</u>

**Status**

Approved

**Line Item Comment from KSDE**

Change Request: raised total amount.

Line Item ID: 394-3-0076

**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**

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**

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.

Our intension was that 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 wee. \$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 premium pay was carried out per the above specifications, we just chose to wait until a later date than December until we secured approval from the TaskForce, so it happened at the end of February, beginning of March 2022.

We also carried out a second premium pay scenario that was paid 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. One 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 total premium pay amounts came to more than we had estimated in the beginning which is why we are submitting it as a new line item to reflect the new values.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$12,000
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$12,000</u>

**Status**

Approved

**Line Item Comment from KSDE**

Change Request: raised total amount.

Line Item ID: 394-3-0077

**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**

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**

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.

Our intension was that 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 wee. \$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 premium pay was carried out per the above specifications, we just chose to wait until a later date than December until we secured approval from the TaskForce, so it happened at the end of February, beginning of March 2022.

We also carried out a second premium pay scenario that was paid 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. One 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 total premium pay amounts came to more than we had estimated in the beginning which is why we are submitting it as a new line item to reflect the new values.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$42,250
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$42,250</u>

**Status**

Approved

**Line Item Comment from KSDE**

Change Request: raised total amount.

Line Item ID: 394-3-0078

**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**

E3: SAL SUB INSTRUCTIONAL

**Account Number**

77930

**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**

FULL TIME SUBS TO MITIGATE COVID ABSENCES.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$53,589**Budgeted Expenditures in SFY 2023** \$57,255**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$110,844**Status**

Approved

**Line Item Comment from KSDE**

Change request: previously approved for \$30,000

Line Item ID: 394-3-0079

**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**

E3: SAL FICA SUB INSTRUCTIONAL

**Account Number**

77931

**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 FULL TIME SUBS TO MITIGATE COVID ABSENCES.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$4,100**Budgeted Expenditures in SFY 2023** \$4,745**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$8,845**Status**

Approved

**Line Item Comment from KSDE**

Change request: previously approved for \$2,295

Line Item ID: 394-3-0080

**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**

E3: SAL COVID RELATED NURSE SUBS

**Account Number**

77932

**Function Code**

2130 - Health Services

**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**

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.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$1,399
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$1,399</u>

**Status**

Approved

**Line Item Comment from KSDE**

Change request: previously approved for \$1,046

Line Item ID: 394-3-0081

**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**

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 was leave that was given back or made up to the employees for any covid situation that caused absence between Aug 1, 2021-June 30, 2022. I emailed the MOU the first time we sent it through for approval, this was just to update the value.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$63,828
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$63,828</u>

**Status**

Approved

**Line Item Comment from KSDE**

Change request: previously approved for \$9,500

Line Item ID: 394-3-0082



**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**

E3: COVID PAID LEAVE ST SUPPORT

**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. Yes this was leave that was given back or made up to the employees for any covid situation that caused absence between Aug 1, 2021-June 30, 2022. I emailed the MOU the first time we sent it through for approval, this was just to update the value.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$5,935
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$5,935</u>

**Status**

Approved

**Line Item Comment from KSDE**

Change request: previously approved for \$2,000

Line Item ID: 394-3-0083

**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**

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. Yes this was leave that was given back or made up to the employees for any covid situation that caused absence between Aug 1, 2021-June 30, 2022. I emailed the MOU the first time we sent it through for approval, this was just to update the value.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$1,366
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$1,366</u>

**Status**

Approved

**Line Item Comment from KSDE**

Change request: previously approved for \$2,000

Line Item ID: 394-3-0084

**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**

E3: COVID PAID LEAVE BLDG ADMIN

**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. Yes this was leave that was given back or made up to the employees for any covid situation that caused absence between Aug 1, 2021-June 30, 2022. I emailed the MOU the first time we sent it through for approval, this was just to update the value.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$3,159
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$3,159</u>

**Status**

Approved

**Line Item Comment from KSDE**

Change request: previously approved for \$500

Line Item ID: 394-3-0085

**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**

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. Yes this was leave that was given back or made up to the employees for any covid situation that caused absence between Aug 1, 2021-June 30, 2022. I emailed the MOU the first time we sent it through for approval, this was just to update the value.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$4,040
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$4,040</u>

**Status**

Approved

**Line Item Comment from KSDE**

Change request: previously approved for \$500

Line Item ID: 394-3-0086

**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**

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. Yes this was leave that was given back or made up to the employees for any covid situation that caused absence between Aug 1, 2021-June 30, 2022. I emailed the MOU the first time we sent it through for approval, this was just to update the value.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$6,361
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$6,361</u>

**Status**

Approved

**Line Item Comment from KSDE**

Change request: previously approved for \$500

Line Item ID: 394-3-0087

**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**

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. Yes this was leave that was given back or made up to the employees for any covid situation that caused absence between Aug 1, 2021-June 30, 2022. I emailed the MOU the first time we sent it through for approval, this was just to update the value.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$3,545
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$3,545</u>

**Status**

Approved

**Line Item Comment from KSDE**

Change request: previously approved for \$2,000

Line Item ID: 394-3-0088

**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**

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. Yes this was leave that was given back or made up to the employees for any covid situation that caused absence between Aug 1, 2021-June 30, 2022. I emailed the MOU the first time we sent it through for approval, this was just to update the value.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$7,550
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$7,550</u>

**Status**

Approved

**Line Item Comment from KSDE**

Change request: previously approved for \$2,000

Line Item ID: 394-3-0089

**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**

E3: COVID PAID LEAVE FOOD SERVICE

**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. Yes this was leave that was given back or made up to the employees for any covid situation that caused absence between Aug 1, 2021-June 30, 2022. I emailed the MOU the first time we sent it through for approval, this was just to update the value.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$2,164
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$2,164</u>

**Status**

Approved

**Line Item Comment from KSDE**

Change request: previously approved for \$5,000

Line Item ID: 394-3-0090

**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**

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 implemented summer school to help in the learning loss recovery efforts. These lines will get broken out as we zero in on our needs each year.

Summer School 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.

<b>Budgeted Expenditures in SFY 2022</b>	\$3,493
<b>Budgeted Expenditures in SFY 2023</b>	\$5,000
<b>Budgeted Expenditures in SFY 2024</b>	\$5,000
<b>Total Expenditures</b>	<u>\$13,493</u>

**Status**

Approved

**Line Item Comment from KSDE**

Change Request: Previously approved for \$24,000

Line Item ID: 394-3-0091

**Allocation Type**

Direct Allocation

**Is 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**

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

<b>Budgeted Expenditures in SFY 2021</b>	\$0
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<b>Budgeted Expenditures in SFY 2022</b>	\$187,083
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<b>Budgeted Expenditures in SFY 2023</b>	\$38,626
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<b>Budgeted Expenditures in SFY 2024</b>	\$0
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<b>Total Expenditures</b>	\$225,709
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**Status**

Approved

**Line Item Comment from KSDE**

Change Request: Previously approved for \$200,000

**Allocation Type**

Direct Allocation

**Is this 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** \$27,518**Budgeted Expenditures in SFY 2023** \$3,752**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$31,270**Status**

Approved

**Line Item Comment from KSDE**

Change Request: Previously approved for \$26,053

Line Item ID: 394-3-0093

**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**

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** \$348**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$348**Status**

Approved

**Line Item Comment from KSDE**

Change Request: Previously approved for \$1,000

Line Item ID: 394-3-0094

**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**

E3: SAL COVID RELATED FICA

**Account Number**

77933

**Function Code**

2130 - Health Services

**Object Code**

221 - FICA - Employer's Contribution

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Fica for Covid related nurse sub/additional help pay.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$107**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$107**Status**

Approved

**Line Item Comment from KSDE**

Change Request: Previously approved for \$80

Line Item ID: 394-3-0095

**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**

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 &amp; 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** \$13,519**Budgeted Expenditures in SFY 2023** \$1,617**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$15,136**Status**

Approved

**Line Item Comment from KSDE**

Change Request: Previously approved for \$1,000

**Allocation Type**

Direct Allocation

**Is this 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.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$14,089
<b>Budgeted Expenditures in SFY 2023</b>	\$2,166
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	\$16,255

**Status**

Approved

**Line Item Comment from KSDE**

Change Request: Previously approved for \$13,518

**Allocation Type**

Direct Allocation

**Is this 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.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$14,731
<b>Budgeted Expenditures in SFY 2023</b>	\$2,715
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$17,446</u>

**Status**

Approved

**Line Item Comment from KSDE**

Change Request: Previously approved for \$14,089

Line Item ID: 394-3-0098

**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**

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.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$2,883
<b>Budgeted Expenditures in SFY 2023</b>	\$4,046
<b>Budgeted Expenditures in SFY 2024</b>	\$1,046
<b>Total Expenditures</b>	<u>\$7,975</u>

**Status**

Approved

**Line Item Comment from KSDE**

Change Request: Previously approved for \$5,197

Line Item ID: 394-3-0099

**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**

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.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$300
<b>Budgeted Expenditures in SFY 2023</b>	\$748
<b>Budgeted Expenditures in SFY 2024</b>	\$748
<b>Total Expenditures</b>	<u>\$1,796</u>

**Status**

Approved

**Line Item Comment from KSDE**

Change Request: Previously approved for \$2,612



**Allocation Type**

Direct Allocation

**Is 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.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$600
<b>Budgeted Expenditures in SFY 2023</b>	\$1,043
<b>Budgeted Expenditures in SFY 2024</b>	\$968
<b>Total Expenditures</b>	<u>\$2,611</u>

**Status**

Approved

**Line Item Comment from KSDE**

Change Request: Previously approved for \$2,912

**Allocation Type**

Direct Allocation

**Is 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.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$600
<b>Budgeted Expenditures in SFY 2023</b>	\$1,663
<b>Budgeted Expenditures in SFY 2024</b>	\$1,363
<b>Total Expenditures</b>	<u>\$3,626</u>

**Status**

Approved

**Line Item Comment from KSDE**

Change Request: Previously approved for \$2,912

Line Item ID: 394-3-0102

**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**

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.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$909
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$909</u>

**Status**

Approved

**Line Item Comment from KSDE**

Change Request: Previously approved for \$1,181



# ESSER III APPLICATION FOR D0398

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>
Peabody-Burns	506 Elm Street, Peabody, KS 668661216	506 Elm Street, Peabody, KS 668661216
<u>Superintendent Name</u>	<u>Superintendent E-mail Address</u>	<u>Superintendent Phone Number</u>
Antoinette Root	aroot@usd398.com	(620) 983-2198

## Authorized Representative of the District Information

<u>Name</u>	<u>Position of Title</u>	<u>E-mail Address</u>	<u>Phone Number</u>
Antoinette Root	Superintendent	aroot@usd398.com	(620) 983-2198
<u>Other District Representative 1 - Name</u>	<u>Other District Representative 1 - E-mail Address</u>		
Lisa Hodges	lhodges@usd398.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.usd398.net/>

## Use of Funds for CDC Guidance

**How will the funds be used to implement prevention and mitigation strategies that are, to the greatest extent practicable, consistent with the most recent CDC guidance on reopening schools, in order to continuously and safely open and operate schools for in-person learning?**

All the funds previously received (CARES, SPARKS) have helped USD 398 through the pandemic to purchase supplies to keep everyone safe and healthy. This included masks, extra cleaning supplies, air filters, mitigation for classrooms, hallways and lunchrooms. ESSER I & II funds were use to continue mitigation strategies so that students were able to remain in school the maximum amount of time. ESSER I & II funds were also used to provide additional supplies in classrooms to include furniture that could be easily cleaned, additional tables and chairs so students could be spaced out in the classroom, and standalone air purification systems for each room to help with circulation. In addition we provided additional funding to teachers through premium pay to help when teachers had to take on extra duties when other teachers were not in the building. ESSER III funds will be used to help hire staff to implement systems to address learning loss and social emotional issues as a result of the pandemic. Funds will also be used for technology so that we can be prepared and have up to date equipment to better serve our students incase of at home learning or assist students who can not be at school due to COVID.

## Stakeholder Engagement

Engaging in Meaningful Consultation with Stakeholders (Please describe the ways you meaningfully consulted with each group listed below as part of the development of the district ESSER III Plan)

### **Students**

In developing our ESSER plan, we conducted a survey and hosted focus groups with student leadership groups to determine their highest levels of need for pandemic related instruction and support. The following supports received the most interest from our students:

- Increase technology to help with learning and learning loss as a result of the pandemic
- Increased staff to help with learning loss as a result of the pandemic
- Increased staff to help with social emotional issues as a result of the pandemic.

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:

- Additional personal and staff to help support learning loss and academics due to pandemic
- Expanded social and emotional learning and mental health services due to the pandemic
- Additional instructional materials and resources due to learning loss as a result of the pandemic

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. The country schools are part of a Special Education Coop, Marion Country Special Education Cooperative. We meet monthly and discuss all aspects of special education and how we can best support students.

- Additional personal to help students with learning loss due to the pandemic
- Additional instructional materials
- Additional support staff to help students with learning loss due to the pandemic

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. We are a very small district with only 5 teachers as part of the union. These teachers are part of our District Curriculum Committee which helps to make decisions, one of the members is in charge of our MTSS program at the JH/HS level and is helping to find the best curriculum and materials for students. Highlights of these collaborative conversations include:

- Staff expressed they would like to see additional staff to help students with learning loss.
- They would also like to see personal for help with social emotional issues.
- They would also like additional materials to help with learning loss due the pandemic.

### **Tribes**

In a review of our student information system, we identified 11 students who reported as members of a tribe. During a focus group meeting with these students and their parents, they indicated the following strategies would be of the greatest benefit to them:

- Increased staff to help students who experiences learning loss due to the pandemic
- Increased opportunities for students to learn and have support as a result of learning loss due to the pandemic
- Support for social emotional issues due to the pandemic.

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**

The district reached out to 6 different civil rights organizations that are in the state. We contacted via email or regular mail. The district heard back from 2 of them and the ACLU responded that they were unable to provide input and the Kansas Action for Children responded that they were reluctant to weight in on the plans for the district but would agree with what we were doing and include early learning. The district has not heard back from the other 4 organizations. In contacting the Kansas Chamber of Commerce, it was determined that we do not have any local civil rights organizations or social organization in the Peabody-Burns area. The country and city offices were also contacted and there they did not know of any local civil rights or social organizations. We have still implemented the following supports which we believe will benefit all populations of our students. Since there are no official Civil Rights groups in our town but have several community groups. The community groups that were contacted were the Warrior Booster Club, PTO, and the Peabody Community Foundation. They were part of our ESSER committee, they were all sent a copy of the survey that was sent out and since we are a small school and community, discussions happen on a frequent basis.

- Increased staff to help with supports due to learning loss as a result of the pandemic at all levels.
- Increased staff to help with social emotional supports due to the pandemic
- Increased materials and technology to help with learning loss due to the pandemic.

### **Stakeholders representing the interests of children with disabilities, English Learners, children experiencing homelessness, children in foster care, migratory students, children who are incarcerated, and other underserved students**

We have worked closely with our students and representatives of the subgroup populations in our school district in developing our ESSER support plan. Groups that were included are children with disabilities, children experiencing homelessness, and children in foster care. At the current time we do not have children who fit into the categories of English Learners, migratory students or children who are incarcerated. We have conducted surveys and have also engaged in focus group conversations. Through those surveys and conversations, it was clear that the following supports were most needed.

- Increased staff to help with support for learning loss due to the pandemic
- Increased staff to help with social emotional support of students and staff due to the pandemic
- Increased materials and technology due to learning loss as a result of the pandemic.

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**

Meetings were held at the district office of public input. We had both parents and community members who attended the meetings. They expressed a desire to increase staff to help students with learning loss and dealing with social emotional issues. Due to having students who are in a situation where funds are not readily available, they would like to make sure that the technology available is up to date so we are ready for what we may face in the future. We sent out a survey to all parents, students and staff and received feedback. For the community, we sent out emails with the link for the survey, sent letters to businesses in the communities that we serve and placed a link to the survey on our website, Facebook and in the electronic newsletter that we sent out. The information we received back was consistent with the feedback we received in the focus groups and in talking with different community individuals.

### **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.**

All staff and students of USD #398 were impacted by Covid 19. When the pandemic first presented itself, there was a great deal of fear and uncertainty. With very little information and the situation changing daily, this led to a great deal more fear, uncertainty, anxiety and frustration. It seemed there was new information daily and no one was sure what to believe or not believe. Once the initial shock wore off, the staff did the best job they could to engage students from home. This was very difficult as plans were made, plans changed on a daily basis and providing any kind of a decent education to children was close to impossible.

Starting the 2020-21 school year, USD 398 chose to return to in-person learning with input from parents, teachers and students. It was felt that in person was far better than virtual learning. With the help of the Marion County Health Department, guidelines and thresholds were put into place to help protect both staff, students and the community. There were also plans put into place in-case the district would have gone back into remote learning. ESSER II funds were used to help purchase PPE, cleaning and air quality supplies to help reduce the spread of COVID 19.

For the 2022-23 school year, USD 398 had in-person learning all year. Through a KHDE grant, we were able to hire a school nurse to help with the many aspects of COVID 19. The district also kept in place guidelines for mask wearing, quarantine periods and participation in school and activities. These were reviewed by the Board of Education each month. We were also able to purchase curriculum to help with social emotional learning and curriculum to help with learning loss. We implemented a strong MTSS program at the elementary school and with ESSER III funds would like to hire staff to improve our MTSS program at the junior high school and high school.

**How the LEA will use the funds it reserves under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year? (Provide specific references to evidence-based interventions that meet one of the four tiers of evidence, as defined in Sec. 8101(21) of ESEA)**

In looking at our test scores from the past several years it is evident that we are still experiencing students who are struggling academically. Teachers in different classrooms are seeing a loss of learning. There is a concerted effort to increase our MTSS program at the JH/HS levels to help those students regain what was lost and excel so they can graduate on time and either enter the workforce or college and be prepared to succeed. We would like to use ESSER funds to help supplement this endeavor. It would also require some upgrades in our technology so teachers and students can be better prepared.

**How the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act?**

USD #398 will continue to monitor student growth in academics at all levels. We will evaluate both teachers and curriculum to make sure they are meeting the needs of students, to include those in special populations and those with learning loss. ESSER funds will be used to hire staff, support them with technology and provide curriculum if needed.

**How the LEA will ensure that the interventions it implements, including but not limited to the interventions under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time, will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students disproportionately impacted by the COVID-19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students.**

We will continue to reflect and evaluate the need for additional staff both academically and social-emotionally. The data we have shows that students have a need for additional support to be successful. We will concentrate on providing students the support that is needed so they can succeed at all levels. Those students who are below grade level, is a focus of the district and an area we want to make sure we address. With a small population in our school, many of our students fit into many categories, so by being able to address all students, we will address those students in special categories. That is a great advantage of a small school. Evidenced based programs that we are currently using and will continue to use include Character Strong for addressing Social Emotional Issues, Fastbridge to help monitor and address learning loss due to Covid 19. At the elementary school we are using Foundations to help with language skills and Top Score Writing to address learning loss in writing skills.

## Allocations

	Direct Allocation	True Up Allocation	Total Allocation		20% Minimum
ESSER III Allocations	\$358,433	\$0	\$358,433	ESSER III Allocations	\$71,687
Approved Total	\$320,000	\$0	\$320,000	Approved Total	\$220,000
Amount Left	\$38,433	\$0	\$38,433	Amount Still Needed	\$0
In Review Total	\$13,600	\$0	\$13,600	In Review Total	\$0
Amount Left	\$24,833	\$0	\$24,833	Amount Still Needed	\$0

## Line Items

ID	Allocation Type	Learning Loss	Function Code	Object Code	Allowable Use	Total Expenditures	Status
398-3-0008	Direct	False	1000	650	9	\$1,200	Task Force Review
398-3-0009	Direct	False	1000	650	9	\$500	Task Force Review
398-3-0010	Direct	False	2400	650	8	\$500	Task Force Review
398-3-0011	Direct	False	1000	650	8	\$8,500	Task Force Review
398-3-0012	Direct	False	1000	650	9	\$1,300	Task Force Review
398-3-0013	Direct	False	1000	650	9	\$1,600	Task Force Review
398-3-0001	Direct	True	1000	110	12	\$220,000	Approved
398-3-0002	Direct	False	1000	151	16	\$53,000	Approved
398-3-0003	Direct	False	2000	152	16	\$13,000	Approved
398-3-0004	Direct	False	2000	150	16	\$7,000	Approved
398-3-0005	Direct	False	2000	150	16	\$9,000	Approved
398-3-0006	Direct	False	2000	120	16	\$9,000	Approved
398-3-0007	Direct	False	2710	120	16	\$9,000	Approved

## Line Item Details

Line Item ID: 398-3-0008



**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**

Instruction Equipment - ESSER III

**Account Number**

07E100700000000

**Function Code**

1000 - Instruction

**Object Code**

650 - Supplies-Technology Related

**Allowable Use**

9 - Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

The TI 84 CE Plus with Python graphing calculators will provide students with a dynamic exploration of math. Students will be able to see structures, discover and identify patterns and make their own connections. Students can further their understanding of math by learning the basics of programming in Python and TI-Basic . The TI education website provides materials that can support different types of learners and increase accessibility of mathematical concepts. Familiarity with a TI calculator will benefit students on high-stakes exams such as the ACT and SAT. Purchasing educational technology (including hardware, software, and connectivity) for students and teacher who are part of the local educational agency that aids in regular and substantive educational interaction between and their classroom instructors. We continue to update the technology available to teachers to remain connected with students and help aid in learning both at school and if for any reason they were quarantined at home and/or on remote status.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$1,200
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$1,200</u>

**Status**

Task Force Review

Line Item ID: 398-3-0009

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Supplies Technology Related - ESSER

**Account Number**

07E1000650000000

**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**

Microscope with Microscope Camera - In my classroom, we have traditional microscopes. It takes a real knack to learn how to use them. When we have labs that require microscope use, I find myself going from table to table to "help". Unfortunately, only one person can see through it at a time. "Helping" becomes doing it for a student. The beauty of the digital system is that I can project what I can find of the exact slides that the students will look at through an overhead or to their chromebooks. They will be able to see the methods that I use as a group and see what they should each be looking for individually. Both the microscope and the digital imager will be very useful teaching tools. And if needed, images can be sent or stored for students in real time or saved for later. Images could even be printed. With the pandemic, students lost the opportunity to use the microscopes and the techniques that are essential for that sort of investigation. This provides a way to bridge that learning gap more effectively than the old style microscopes that we currently use.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$500
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$500</u>

**Status**

Task Force Review

**Line Item Comment from KSDE**

New Line Item

Line Item ID: 398-3-0010

**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**

Building Admin Technology - ESSER

**Account Number**

46E24006500000000

**Function Code**

2400 - Support Services (School Administration)

**Object Code**

650 - Supplies-Technology Related

**Allowable Use**

8 - Planning for and coordinating during long-term closures, including on how to provide meals, technology for online learning, guidance for carrying out IDEA requirements, and providing educational services consistent with applicable requirements.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

This is a computer for our Elementary Principal to allow him to have more flexibility and mobility when preparing and planning for online learning, online meetings and other related administrative services. This helps provide principals with the recourses necessary to address the needs of their individual schools.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$500
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$500</u>

**Status**

Task Force Review

**Line Item Comment from KSDE**

New Line Item

Line Item ID: 398-3-0011

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Supplies Technology Related - ESSER

**Account Number**

07E10006500000000

**Function Code**

1000 - Instruction

**Object Code**

650 - Supplies-Technology Related

**Allowable Use**

8 - Planning for and coordinating during long-term closures, including on how to provide meals, technology for online learning, guidance for carrying out IDEA requirements, and providing educational services consistent with applicable requirements.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

10 teacher laptops @ \$850.00 per laptop. One of the challenges is keeping up with technology. In purchasing new laptops and rotating out the old laptops we can provide our teaching staff with the latest technology so they are better prepared to work with students who may be absent when they are in quarantine or absent for an extended time for other illnesses. With new laptops, we can also download and support the newer software that older laptops are not equipped for, helping both students and teachers with an advantage to help students. Purchasing educational technology (including hardware, software, and connectivity) for teachers who are serving the local educational agency aids in regular and substantive educational interaction between students and their classroom instructors.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$8,500
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$8,500</u>

**Status**

Task Force Review

**Line Item Comment from KSDE**

New Line Item

Line Item ID: 398-3-0012

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Supplies Technology Related - ESSER

**Account Number**

07E10006500000000

**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**

1 No-Touch TV for presentations. This will provide teachers and students a way to have more efficient way to present information to students. This allows teachers to make presentations and students to view the information. Purchasing educational technology (including hardware, software, and connectivity) for students and teacher who are part of the local educational agency that aids in regular and substantive educational interaction between and their classroom instructors. We continue to update the technology available to teachers to remain connected with students and help aid in learning both at school and if for any reason they were quarantined at home and/or on remote status.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
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<b>Budgeted Expenditures in SFY 2022</b>	\$0
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<b>Budgeted Expenditures in SFY 2023</b>	\$1,300
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<b>Budgeted Expenditures in SFY 2024</b>	\$0
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<b>Total Expenditures</b>	\$1,300
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**Status**

Task Force Review

**Line Item Comment from KSDE**

New Line Item

Line Item ID: 398-3-0013

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Supplies Technology Related - ESSER

**Account Number**

07E10006500000000

**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**

4 TV Carts @ \$400.00 - This will provide teachers and students a way to move equipment to areas that need the technology housed on the carts. The carts will allow for mobility for both students and teachers. This allows teachers to make presentations and students to view the information. Purchasing educational technology (including hardware, software, and connectivity) for students and teacher who are part of the local educational agency that aids in regular and substantive educational interaction between and their classroom instructors. We continue to update the technology available to teachers to remain connected with students and help aid in learning both at school and if for any reason they were quarantined at home and/or on remote status.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
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<b>Budgeted Expenditures in SFY 2022</b>	\$0
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<b>Budgeted Expenditures in SFY 2023</b>	\$1,600
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<b>Budgeted Expenditures in SFY 2024</b>	\$0
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<b>Total Expenditures</b>	<u>\$1,600</u>
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**Status**

Task Force Review

**Line Item Comment from KSDE**

New Line Item

Line Item ID: 398-3-0001

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Teacher Salaries - ESSER

**Account Number**

07-1000-110

**Function Code**

1000 - Instruction

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Due to learning loss as a result of COVID, which were reflected in our state assessment scores, we are hiring an MTSS interventionist in English and Math for the JH/HS to help with remediation for all students. This will be one teacher for each subject for two years. We have a very small student body population so this would include both our regular students and any students who fall into the special population categories.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$110,000
<b>Budgeted Expenditures in SFY 2023</b>	\$110,000
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$220,000</u>

**Status**

Approved

Line Item ID: 398-3-0002

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Teacher Salary - COVID

**Account Number**

07-1000-110

**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**

USD 398 is requesting \$53,000 for the purpose of providing premium pay for additional compensation for 25 all district certified staff at \$1000 plus taxes per year. This will compensate staff to respond to additional duties that are above and beyond each person's contractual job. This additional pay is reasonable and necessary given the following anticipated and increased job-related duties in response to academic and social-emotional learning loss as well as increased safety protocols due to the COVID pandemic. Additional duties will include increased development of resources; disinfecting; increased collaboration time; increased communication; increased time and effort to provide academic support, social/emotional support, safe transportation and additional unexpected or unanticipated supports to meet the needs of students, families and staff.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$26,500
<b>Budgeted Expenditures in SFY 2023</b>	\$26,500
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$53,000</u>

**Status**

Approved

Line Item ID: 398-3-0003



**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**

Salaries- Teacher Aids - COVID

**Account Number**

07-1000-120

**Function Code**

2000 - Support Services

**Object Code**

152 - Additional compensation paid to instructional aides and assistants

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

USD 398 is requesting \$13,000 for the purpose of providing premium pay for additional compensation for 6 district teacher aids and paraprofessionals for \$1000 per year plus taxes. This will compensate staff to respond to additional duties that are above and beyond each person's contractual job. This additional pay is reasonable and necessary given the following anticipated and increased job-related duties in response to academic and social-emotional learning loss as well as increased safety protocols due to the COVID pandemic. Additional duties will include increased development of resources; disinfecting; increased collaboration time; increased communication; increased time and effort to provide academic support, social/emotional support, safe transportation and additional unexpected or unanticipated supports to meet the needs of students, families and staff.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$6,500
<b>Budgeted Expenditures in SFY 2023</b>	\$6,500
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$13,000</u>

**Status**

Approved

Line Item ID: 398-3-0004

**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**

Salaries - Central Office - Covid

**Account Number**

07-2300-100

**Function Code**

2000 - Support 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**

USD 398 is requesting \$ 7,000 for the purpose of providing premium pay for additional compensation for 3 central office staff at \$1000 per year plus taxes. This will compensate staff to respond to additional duties that are above and beyond each person's contractual job. This additional pay is reasonable and necessary given the following anticipated and increased job-related duties in response to academic and social-emotional learning loss as well as increased safety protocols due to the COVID pandemic. Additional duties will include increased development of resources; disinfecting; increased collaboration time; increased communication; increased time and effort to provide academic support, social/emotional support, safe transportation and additional unexpected or unanticipated supports to meet the needs of students, families and staff.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$3,500
<b>Budgeted Expenditures in SFY 2023</b>	\$3,500
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$7,000</u>

**Status**

Approved

Line Item ID: 398-3-0005

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Salaries - Building Admin &amp; Secretaries

**Account Number**

07-2400-100

**Function Code**

2000 - Support 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**

USD 398 is requesting \$9,000 for the purpose of providing premium pay for additional compensation for all building administration and clerical staff at \$1000 per year plus taxes. This will compensate staff to respond to additional duties that are above and beyond each person's contractual job. This additional pay is reasonable and necessary given the following anticipated and increased job-related duties in response to academic and social-emotional learning loss as well as increased safety protocols due to the COVID pandemic. Additional duties will include increased development of resources; disinfecting; increased collaboration time; increased communication; increased time and effort to provide academic support, social/emotional support, safe transportation and additional unexpected or unanticipated supports to meet the needs of students, families and staff.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$4,500
<b>Budgeted Expenditures in SFY 2023</b>	\$4,500
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$9,000</u>

**Status**

Approved

Line Item ID: 398-3-0006

**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 - Custodial - Covid

**Account Number**

07-2600-120

**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**

USD 398 is requesting \$9,000 for the purpose of providing premium pay for additional compensation for 4 district custodial staff at \$1000 per year plus taxes. This will compensate staff to respond to additional duties that are above and beyond each person's contractual job. This additional pay is reasonable and necessary given the following anticipated and increased job-related duties in response to academic and social-emotional learning loss as well as increased safety protocols due to the COVID pandemic. Additional duties will include increased development of resources; disinfecting; increased collaboration time; increased communication; increased time and effort to provide academic support, social/emotional support, safe transportation and additional unexpected or unanticipated supports to meet the needs of students, families and staff.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$4,500
<b>Budgeted Expenditures in SFY 2023</b>	\$4,500
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$9,000</u>

**Status**

Approved

Line Item ID: 398-3-0007

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Salaries - Bus Drivers - Covid

**Account Number**

07-2710-120

**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**

USD 398 is requesting \$9,000 for the purpose of providing premium pay for additional compensation for 4 district transportation staff at \$1000 per year plus taxes. This will compensate staff to respond to additional duties that are above and beyond each person's contractual job. This additional pay is reasonable and necessary given the following anticipated and increased job-related duties in response to academic and social-emotional learning loss as well as increased safety protocols due to the COVID pandemic. Additional duties will include increased development of resources; disinfecting; increased collaboration time; increased communication; increased time and effort to provide academic support, social/emotional support, safe transportation and additional unexpected or unanticipated supports to meet the needs of students, families and staff.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$4,500
<b>Budgeted Expenditures in SFY 2023</b>	\$4,500
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$9,000</u>

**Status**

Approved

# ESSER III APPLICATION FOR D0402

Status  
Approved

## KSDE Application Comments

KSDE has not confirmed the ESEA Evidence level for 20% set aside activities. Each district is responsible for documenting the evidence base and verifying that it meets the Evidence Based criteria as defined in ESEA. Please retain a link to the evidence that you are basing this on and which tiers of evidence it meets for future monitoring. Please see this link for more details <https://ies.ed.gov/ncee/wwc/essa>

## Current Directory Information

<b><u>District</u></b>	<b><u>Address</u></b>	<b><u>Mail Address</u></b>
Augusta	2345 Greyhound Drive, Augusta, KS 67010	2345 Greyhound Drive, Augusta, KS 67010
<b><u>Superintendent Name</u></b>	<b><u>Superintendent E-mail Address</u></b>	<b><u>Superintendent Phone Number</u></b>
Matt Ward	mward@usd402.com	(316) 775-5484

## Authorized Representative of the District Information

<b><u>Name</u></b>	<b><u>Position of Title</u></b>	<b><u>E-mail Address</u></b>	<b><u>Phone Number</u></b>
Dale Nuckolls	Director of Finance	dnuckolls@usd402.com	(316) 775-5484
<b><u>Other District Representative 1 - Name</u></b>		<b><u>Other District Representative 1 - E-mail Address</u></b>	
Janet Doud		jdoud@usd402.com	
<b><u>Other District Representative 2 - Name</u></b>		<b><u>Other District Representative 2 - E-mail Address</u></b>	

## Plan for Safe Return

Please paste a direct link of your school district's safe return plan that is posted on your website.

[https://www.usd402.com/264162\\_2](https://www.usd402.com/264162_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?**

ESSER III funds will be used to continue several positions, services and cleaning products that we acquired with ESSER I & II funds. This includes positions and programs targeted at reducing learning lost, including summer school, MTSS specialists and elementary paraprofessional interventionists. Other positions we plan to continue include our 0.5 FTE nurse at Augusta High School and a portion of our 1.5 FTE mental health liaisons. These positions will help keep students and staff both mentally and physically healthy to remain in school throughout the pandemic.

We plan to continue purchasing necessary PPE & cleaning supplies such as masks (if necessary), sanitizer and other cleaning chemicals necessary to keep our buildings safe and keep our students and staff healthy to where they can remain in school. Continuing to pay half our high school nurse's salary and continuing to purchase necessary cleaning supplies is practicable and consistent with the most recent CDC guidance and will help to keep our schools continuously and safely open for in-person learning.

## Stakeholder Engagement

Engaging in Meaningful Consultation with Stakeholders (Please describe the ways you meaningfully consulted with each group listed below as part of the development of the district ESSER III Plan)

## Students

August 28th, 2022

Matt Ward, Superintendent of School, has a meeting with the Principal's Advisory Council at Augusta High School. This meeting was to discuss and facilitate a survey with the students involved with council to get their input on how they would like to see ESSER III funding allocated and spent.

One of the questions within the survey asked what programs would students like to see considered as part of the District's ESSER III application. Some of the most popular answers were after school tutoring programs, additional instructional materials and resources, summer learning programs and offering additional extra-curricular activities.

Students were then asked what was the most important to prioritize and invest in. These answers varied as several students believe the most important investments should be made through after school tutoring, offering additional extra-curricular activities and additional instructional materials and resources. A few students also saw importance in providing additional technology for student use, purchasing additional supplies to sanitize and clean facilities and facility upgrades to support student health needs.

Lastly, the council was allowed the opportunity to provide any other ideas that they thought should be brought up for consideration in selecting and prioritizing how ESSER III funds should be spent. Most students did not provide additional input, but a few noted that they would like to the funds to be used to pay teachers more. One student reiterated the importance of mental health representation. Another student had an idea to have support teachers that could assist students with grades and relationships.

RESPONSE TO KSDE QUESTION: The Principals Advisory Group is a representation of all students. The group includes 20-30 high school students that represent the majority of the student body population throughout the school. They include STUCO members, students involved in choir, play and drama, athletes, students involved in other extra-curricular organization and students that are not affiliated with other extra-curricular organizations. The diversity of personal interests within the group brought out differing opinions, but nearly all were ideas were focused on extra needs of supporting students and staff to help.

## Families

The district accumulated feedback from families through a survey they gave parents the opportunity to note how important they believe allowable ESSER III items were to them. The survey generated responses from parents, staff that are also parents of students, parents of English language learners, parents of students with disabilities and parents of other underserved students.

The survey gave parents the opportunity to rate how important the allowable uses were to them on a scale of Very Important, Important, Somewhat Important and Not Important. At the end of the survey they were allowed the option to add additional suggestions that they thought would be allowed for ESSER funds. A portion of the parents took the opportunity to add their ideas to the list of allowable uses.

Of the allowable items suggested in the survey parents were most supportive of additional behavioral support and interventions, expanded social and emotional learning and mental health services, adding personnel and support staff for academic intervention and after school tutoring programs. These services receive the highest ratings of "Very Important". Other services that parent saw as "Important" were adding additional instructional materials and resources, offering additional extra-curricular activities and offering more professional development for teachers.

Some of the other allowable uses that did not receive as much support included summer programs and providing technology for student use. Both of these received the highest responses for being "SomeWhat Important". The allowable uses that received the least amount of support and the highest responses for being "Not Important" were purchasing additional supplies to sanitize and clean facilities and facility upgrades that support student health needs.

Parents that took the opportunity to add their ideas to the survey had a variety of different responses. Several wanted free lunch or reduced fees to be consistent with how free lunches were provided to all students during 2020-21 and 2021-22 school years. Other parents wanted additional support services to help with learning-loss associated with being out of school during the pandemic. They wanted to see the money go to increasing teacher and para salaries or providing them with bonuses. Last year we had to close one of our elementary schools due to continuously smaller class sizes at the school and the ability to move all the students to another elementary that was newer and had the capacity to educate the students. A few parents noted that they would like to see the funds used to help keep the elementary school open with comments regarding keeping class sizes smaller. There were comments regarding adding more afterschool care services. A couple parents even wanted to the district to pass on accepting the funds or noted that if there were accepted to use the funds to provide tax relief to the community. Many of the responses continued to reiterated some of the allowable items included within the survey such as summer programs, tutoring and intervention services.

### **School and District Administrators including Special Education Administration**

ESSER III was a big topic during our Budget and Fiscal Committee meetings that were held during the spring of 2022. These committees consisted of the Superintendent, Assistant Superintendent, Directors, Building Principals and Board members.

The conversations held during the committees confirmed the importance of continuing positions funded through ESSER I & II. These include summer school programs, MTSS Specialist at our Middle School, Elementary Intervention Paraprofessional, long term substitutes and funding a portion of our mental health liaisons and high school nurse's salaries. Some other items that the committees wished to continue were retention pay for returning staff, software programs that qualify under the KSDE list of approved evidence-based practices (iStation and Newsela), professional development opportunities through the Greenbush Service Center and general PPE and cleaning supplies.

A new idea that sparked interest from the committee was an intervention program for students with major behavioral issues. Our committee noted concerns of more students needing disciplinary actions than what was experienced prior to the pandemic. This includes a large increase in expulsions due to students using drugs and alcohol on school grounds. These concerns were mainly experienced at our Middle School and High School. We believe that by adding additional interventionists at both buildings we will be able to keep kids in school and on track to graduate, rather than expelling the students, where they likely are unsupervised.

RESPONSE TO KSDE QUESTION: The district reached out to April Hilyard, Director of the Butler County Special Education Interlocal to ask what she believed would be the best use of the district's ESSER III monies. She mentioned both Tier I and Tier 2 levels of intervention as her main preference of services that could be provided with the funds to help curb learning loss associated with the time students have spent away from the classroom.



## **Teachers, Principals, School leaders, other Educators, School Staff and their Unions**

The district accumulated feedback from staff through a survey they gave staff the opportunity to note how important they believe allowable ESSER III items were to them. Several of the staff members noted that they were also parents of students. The survey gave staff the opportunity to rate how important the allowable uses were to them on a scale of Very Important, Important, Somewhat Important and Not Important. At the end of the survey they were allowed the option to add additional suggestions that they thought would be allowed for ESSER funds. A portion of the staff took the opportunity to add their ideas to the list of allowable uses.

Of the allowable items suggested in the survey staff were most supportive of additional behavioral support and interventions, expanded social and emotional learning and mental health services and adding personnel and support staff for academic intervention. These receive the highest ratings of "Very Important". Other services that our staff saw as "Important" were adding offering additional extra-curricular activities, summer programs and after school tutoring programs.

Some of the other allowable uses that did not receive as much support included providing technology for student use and offering more teacher professional development to support teacher growth. Both of these received the high responses for being "SomeWhat Important". The allowable uses that received the least amount of support and the highest responses for being "Not Important" were purchasing additional supplies to sanitize and clean facilities and facility upgrades that support student health needs.

Staff that took the opportunity to add their ideas to the survey had different suggestions. They suggested adding more options for after school care, adding a math interventionist and MTSS specialist at the high school, mentoring in all faucets for students and staff members, keeping temporary substitutes in each building, reducing lunch fees, using the funds to give staff a larger raise, suicide prevention support for students, more paras and hiring night time custodians. A few staff members reiterated their interest with adding summer programs and other extra-curricular activities.

RESPONSE TO KSDE QUESTION: Discussion with the teacher's union during negotiations have included conversations about some of the ESSER III monies being used for retention stipends for continued teachers and staff. Augusta's teacher's union is a representation of our teachers who also provided significant feedback via survey. Of roughly 135 certified staff in the district nearly 50% responded with feedback on what allowable expenditures under ESSER III were most important to them. The responses from both teachers affiliated with the union and unaffiliated teachers were considered during ESSER III planning phase.

## **Tribes**

April 14th, 2022

USD 402 contacted Butler County Kansas in search of contact details and information for any local tribes located in Butler County, Kansas.

We were in communication with Pam Dunham who verified that there are no official tribes or tribal councils located in Butler County Kansas.

The district searched the Bureau of Indian Affairs GIS website and determined that there are no recognized Tribes local to Augusta or Butler County Kansas. Website: <https://biamaps.doi.gov/indianlands/>

RESPONSE TO KSDE QUESTION: We did have a few students noted within our student information systems that have Native American ancestry. Of these students we did receive responses from a few families. These families saw the most importance in summer school programs, after school programs, additional instructional materials and resources and extra-curricular activities. There was some support for additional behavioral support interventions and expanding social and emotional learning and mental health services. Similar to other surveyed groups purchasing of additional supplies to sanitize and clean facilities and facility upgrades that support student health needs were the least important of the allowable items listed within the survey.

## **Civil Rights Organization including Disability Rights Organizations**

April 27th, 2022

USD 402 contacted ACLU Kansas by sending the following email to [info@aclukansas.org](mailto:info@aclukansas.org)

ACLU Kansas,

As I'm sure you are aware, Kansas school districts have access to federal COVID relief funds which are designed to support the students of our school districts. One of the requirements to have funds allocated to our district so that we can further support the needs of students is to get feedback from an agency like the ACLU.

I have pasted a survey below, please take a moment to complete this survey. While brief this survey does have specific questions, it also allows for general comments and feedback. <https://forms.gle/Jth1ciX5NBeZgViq9>

On April 28th, 2022 Esmie Tseng, Legal Assistant with the American Civil Liberties Union of Kansas, replied via email with the following statement:

"Thank you for contacting us. We cannot comment on how to spend these funds specifically, but certainly there are resources to ensure that your staff is trained and informed about serving all students, and especially those in need. You may consider looking at ACLU's Know Your Rights (<https://www.aclu.org/know-your-rights/>) and the Learning for Justice resources geared specifically for educators (<https://www.learningforjustice.org/>)."

**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 402 reached out to stakeholders representing the interest of CHILDREN WITH DISABILITIES, children who are ENGLISH LANGUAGE LEARNERS, CHILDREN EXPERIENCING HOMELESSNESS, CHILDREN IN FOSTER CARE and OTHER UNDERSERVED STUDENTS. This was done via survey and asked parents to identify what qualified items they would like considered for ESSER III and to note how important or not important some of the qualified items were to them. We were not able to identify MIGRATORY STUDENTS and do not have CHILDREN WHO ARE INCARCERATED that would be attending our district.

In our communication with PARENTS OF STUDENTS WITH DISABILITIES nearly half of the parents noted that additional personnel and staff support for academic intervention and additional extra-curricular activities as "Very Important" to them. A decent portion of respondents noted that additional instructional materials and resources as well and additional technology were "Very Important needs" too. A few of the parents took advantage of the opportunity to give their own ideas for consideration. One parent reiterated the importance of intervention programs and extra-curricular activities. A few others mentioned reduced lunch fees and raises for teachers and paras.

Specifically, FOSTER PARENTS provided feedback that suggested the importance of investing in extra-curricular activities. Some foster parents believed that after school tutor programs were important, while others saw importance with expanding social and emotional learning and mental health services. None of the stakeholders representing foster children provided additional ideas outside of the allowable items provided within the survey.

Stakeholders of ENGLISH LANGUAGE LEARNERS saw the most importance in providing additional personnel and staff to support academic intervention and offering more teacher professional development to support teacher group. Additional behavioral support and interventions, expanding social and emotional learning and mental health and offering additional extra-curricular activities good support for our ELL stakeholder respondents. Summer programs, purchasing supplies to sanitize and clean facilities and facility upgrades that support student health needs received less support from the group. One of the ELL stakeholder provided additional feedback noting "Lunch Fees", which suggests she would like to a reduction in lunch fees.

We received a few respondents who represented OTHER UNDERSERVED STUDENTS. These participants noted that additional behavioral support and interventions as well as expanded social and emotional learning and mental health services were the most important allowable items to them. After school programs and additional technology for student use received a good amount of support from the group too. Allowable expenditures receiving the least support from the group were once again purchasing additional supplies to sanitize and clean facilities and facility upgrades that support student health needs.

We did not receive responses from stakeholders representing CHILDREN EXPERIENCING HOMELESSNESS.

### **Provide the public the opportunity to provide input and take such input into account**

Through gathering feedback from our staff, students, parents, civil rights organizations and inquiring with the county on possible tribes in the area we have reached a significant portion of the community. These families come from different backgrounds and professions and have been able to provide different perspectives on what they would like to see done with the district's ESSER III allocation.

Any person from the community that has not been a part of one of the stakeholder groups could reach out to speak at a board meeting to discuss how they would like ESSER III funds to be used.

RESPONSE TO KSDE QUESTION: We provided a survey on the district website and responses have been considered during the ESSER III planning process and will be considered with future ESSER III submissions. Of the respondents we received responses from over 200 parents or stakeholders representing students, nearly 100 staff members and total survey responses of nearly 350.

### **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 provided challenges and changes to the profession. Students being away from school and working remotely has resulted in significant learning loss, which has been noticed in our classrooms. Many students have appeared to fall behind in reading and math due to not having in-person instruction for a significant period of time. Even though the district transition back to in-person school nearly two years ago the effects of learning loss from time spent away is still being noticed and ESSER funds have been able to help combat some of these student deficiencies. With ESSER I and II we have had an MTSS specialist at our middle school that can help keep students on track. We have additional para professional interventionists at each of our elementary school to provide additional supports to our elementary students. This has increased our adult to student ratio and helped keep the elementary students on grade track. ESSER monies has also allowed us to bring back summer school for students that were not able to meet requirements to move to the next grade level during the school year. Without these additional ESSER funded positions it would be much more challenging to combat learning loss that has never been experienced in the profession before.

To go with learning loss, the district noticed the emotional and social impact the pandemic has had on students. Our high school has had a significant increase in the amount of expulsions. We believe this is due to the unsupervised time spent away from school that the pandemic has caused. We have added a full time and part time mental health liaisons through a grant fund that is 75% covered with a 25% match from the district. ESSER funds have helped cover the 25% match. These liaisons have been essential to help students with the emotional toll that pandemic has caused in their lives.

The pandemic resulted in a significant financial cost to districts in order to keep the buildings sanitized and staffed for daily student attendance. CDC guidance initially was much stricter than it is today with 10 day to a 2-week quarantine periods. This kept certified teachers and classified staff at home and caused some challenges for the district to keep all of the buildings staff. By adding temporary building substitutes to all schools, we were able to combat some our staffing struggles from COVID due to long quarantine periods. We were able to make a part-time nurse position at the high school a full-time by paying half the nurse's salary with ESSER funds. To go with staffing challenges ESSER monies helped cover the cost of cleaning products that traditionally were not bought in the same level of bulk prior to the pandemic. This include hand sanitizer, masks, gloves and other cleaners, which have been essential to keeping our staff and students healthy and able to remain in school.

Since students were not able to be in the classroom at the start of the pandemic the district did not have enough laptops and tablet for each student to receive remote learning services when necessary. Without ESSER II funds the district would have had a significant expense with acquiring additional devices for each student. Having devices for each student did create some additional changes. To help keep students on tasks and on school appropriate websites the district used ESSER monies to purchase Dyknow monitor software, which allows staff to monitor student screens without seeing the physical screen of the device. We also use ESSER monies for hotspots that can be sent home with students and staff when they are quarantined and don't have access to the internet.

**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 plans to use more than 20% of its ESSER III allocation for evidence-based practices. This will be done by continuing to provide a portion of our summer school salaries and expenditures for 2023 and 2024. Prior to COVID we were not providing summer school. We plan to fund our MTSS specialist at the middle school with ESSER III funds. This position did not exist prior to COVID, but has been essential to helping students at the middle school stay on task. We will be continuing our extra para professional interventionist at each elementary. Extra paras help increase our adult to student ratio and keep our students on grade level track by using evidence-based practices. Keeping our mental health liaisons, adding title math and title reading services, and purchasing evidence based academic software such as iStation and Newsela are a few other examples on how we plan to meet and exceed the 20% evidence-based practice threshold required under section 2001(e)(1) of the ARP Act.

To summarize, our ESSER III plan will include, but not limited to the following evidence:

Summer Programs

MTSS Services

Intervention in Reading and Math

Mental Health Supports

Academic Software (Newsela and iStation)

### **How the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act?**

The district will be spending its remaining ESSER III funds with other services, positions and benefits not previously offered prior to COVID. Some of these services include temporary building substitutes at each school to help with staffing during periods with large amount of COVID quarantines and help increase the adult to student ratio to provide additional support to students.

We will continue to fund 1/2 of our high school nurse's salary with ESSER III funds. This position changed from part-time to full-time thanks to prior ESSER funding and has been necessary in to keep up with COVID testing demands that the pandemic has created.

Other services not previously available to the district that we plan to use with ESSER III funds include more mentorship supports for staff in new position, new professional development subscriptions for teachers and software such as Dyknow screen monitoring and Seesaw, which is an elementary learning management system.

Lastly, we plan to pay retentions stipends of \$1,200 for all returning full time staff, \$600 for returning part-time staff and \$150 for returning supplemental positions that do not have a separate position within the district. We believe these retention stipends are necessary due to the changing professional market. COVID has made it more difficult to retain staff with other industries having the ability to work from home or work more flexible schedules than public education is able to provide. Additionally, retention stipends are able to help our staff financially during a period of higher than normal inflation due to the pandemic. Keeping staff strengthens the continuity of districts and being able to provide a retention stipend through ESSER funds helps to keep our essential staff. The district plans to provide these retention stipends for returning staff during the fall semester of the 2022-23, 2023-24 and 2024-25 school years.

**How the LEA will ensure that the interventions it implements, including but not limited to the interventions under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time, will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students disproportionately impacted by the COVID-19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students.**

With hopes of increased At-Risk funding for Kansas schools in future years with the addition of students on Medicaid being direct certified for free meals. The district is hopeful that it will continue some if not all of our evidence-based practices that are currently being funded through ESSER monies. Since 20% of our ESSER allocation is required to be spent on evidence-based practices and evidence-based practices qualify as At-Risk expenditures. It is possible to continue necessary intervention services such as MTSS and Mental Health Liaisons. The district hopes to continue summer programs that provide services to At-Risk students who have fallen behind due to the pandemic. Newsela and iStation are both academic software programs that are included on KSDE's list of evidence-based practices. Continuing such services after ESSER funding would be helpful with keeping students on grade track. Maintaining our additional title reading intervention services at our title schools would be great way to help traditionally underserved students receive the academic attention they need to maintain an appropriate reading comprehension level.

Maintaining these services post ESSER will assist the students disproportionately impacted by the pandemic. Especially At-Risk students and students that may be traditionally underserved.

Some services and staff benefits that are unlikely to continue post COVID would be our employee retention stipends and temporary building substitutes. Both have been essential with the continuity of district services, but are too large of expenditures to build into a yearly budget. However, by having these available with ESSER funds during the pandemic both have and will continue to help the district maintain necessary services to provide the intervention and various support services that students need more than ever due to the academic impact of lost instruction time.

## Allocations

	Direct Allocation	True Up Allocation	Total Allocation		20% Minimum
ESSER III Allocations	\$2,192,381	\$0	\$2,192,381	ESSER III Allocations	\$438,477
Approved Total	\$2,011,439	\$0	\$2,011,439	Approved Total	\$910,455
Amount Left	\$180,942	\$0	\$180,942	Amount Still Needed	\$0
In Review Total	\$174,080	\$0	\$174,080	In Review Total	\$17,680
Amount Left	\$6,862	\$0	\$6,862	Amount Still Needed	\$0

## Line Items

ID	Allocation Type	Learning Loss	Function Code	Object Code	Allowable Use	Total Expenditures	Status
402-3-0134	Direct	False	2000	330	3	\$55,400	Task Force Review
402-3-0135	Direct	False	1000	115	16	\$101,000	Task Force Review
402-3-0136	Direct	True	1000	610	12	\$17,680	Task Force Review
402-3-0001	Direct	True	1000	110	11A	\$58,500	Approved
402-3-0002	Direct	True	1000	120	11A	\$15,750	Approved
402-3-0003	Direct	True	1000	220	11A	\$5,680	Approved
402-3-0004	Direct	True	1000	260	11A	\$75	Approved
402-3-0005	Direct	True	1000	270	11A	\$260	Approved
402-3-0006	Direct	True	1000	110	12	\$144,698	Approved
402-3-0007	Direct	True	1000	220	12	\$11,070	Approved
402-3-0008	Direct	True	1000	260	12	\$145	Approved
402-3-0009	Direct	True	1000	270	12	\$507	Approved
402-3-0010	Direct	True	1000	110	12	\$150,000	Approved
402-3-0011	Direct	True	1000	220	12	\$11,476	Approved
402-3-0012	Direct	True	1000	260	12	\$150	Approved
402-3-0013	Direct	True	1000	270	12	\$526	Approved
402-3-0014	Direct	True	1000	110	12	\$87,670	Approved
402-3-0015	Direct	True	1000	220	12	\$6,707	Approved
402-3-0016	Direct	True	1000	260	12	\$88	Approved
402-3-0017	Direct	True	1000	270	12	\$307	Approved
402-3-0018	Direct	True	1000	110	12	\$120,000	Approved
402-3-0019	Direct	True	1000	220	12	\$9,180	Approved
402-3-0020	Direct	True	1000	260	12	\$120	Approved
402-3-0021	Direct	True	1000	270	12	\$420	Approved
402-3-0022	Direct	True	1000	610	12	\$20,571	Approved
402-3-0024	Direct	False	1000	220	16	\$9,982	Approved
402-3-0025	Direct	False	1000	260	16	\$130	Approved
402-3-0026	Direct	False	1000	270	16	\$392	Approved
402-3-0027	Direct	False	1000	110	16	\$464,400	Approved
402-3-0028	Direct	False	1000	220	16	\$35,526	Approved

402-3-0029	Direct	False	1000	260	16	\$465	Approved
402-3-0030	Direct	False	1000	270	16	\$1,626	Approved
402-3-0031	Direct	False	1000	120	16	\$82,800	Approved
402-3-0032	Direct	False	1000	220	16	\$6,334	Approved
402-3-0033	Direct	False	1000	260	16	\$83	Approved
402-3-0034	Direct	False	1000	270	16	\$290	Approved
402-3-0035	Direct	False	2100	110	16	\$18,000	Approved
402-3-0036	Direct	False	2100	220	16	\$1,377	Approved
402-3-0037	Direct	False	2100	260	16	\$18	Approved
402-3-0038	Direct	False	2100	270	16	\$63	Approved
402-3-0039	Direct	False	2100	120	16	\$14,400	Approved
402-3-0040	Direct	False	2100	220	16	\$1,101	Approved
402-3-0041	Direct	False	2100	260	16	\$15	Approved
402-3-0042	Direct	False	2100	270	16	\$51	Approved
402-3-0043	Direct	False	2113	110	16	\$3,600	Approved
402-3-0044	Direct	False	2113	220	16	\$115	Approved
402-3-0045	Direct	False	2113	260	16	\$2	Approved
402-3-0046	Direct	False	2113	270	16	\$6	Approved
402-3-0047	Direct	False	2130	110	16	\$7,200	Approved
402-3-0048	Direct	False	2130	220	16	\$551	Approved
402-3-0049	Direct	False	2130	260	16	\$7	Approved
402-3-0050	Direct	False	2130	270	16	\$25	Approved
402-3-0051	Direct	False	2200	110	16	\$18,000	Approved
402-3-0052	Direct	False	2200	220	16	\$1,377	Approved
402-3-0053	Direct	False	2200	260	16	\$18	Approved
402-3-0054	Direct	False	2200	270	16	\$63	Approved
402-3-0055	Direct	False	2300	110	16	\$7,200	Approved
402-3-0056	Direct	False	2300	220	16	\$551	Approved
402-3-0057	Direct	False	2300	260	16	\$7	Approved
402-3-0058	Direct	False	2300	270	16	\$25	Approved
402-3-0059	Direct	False	2300	120	16	\$3,600	Approved
402-3-0060	Direct	False	2300	220	16	\$115	Approved
402-3-0061	Direct	False	2300	260	16	\$2	Approved
402-3-0062	Direct	False	2300	270	16	\$6	Approved
402-3-0063	Direct	False	2400	110	16	\$28,800	Approved
402-3-0064	Direct	False	2400	220	16	\$2,203	Approved
402-3-0065	Direct	False	2400	260	16	\$29	Approved
402-3-0066	Direct	False	2400	270	16	\$101	Approved
402-3-0067	Direct	False	2400	120	16	\$39,600	Approved
402-3-0068	Direct	False	2400	220	16	\$3,030	Approved
402-3-0069	Direct	False	2400	260	16	\$39	Approved
402-3-0070	Direct	False	2400	270	16	\$138	Approved



402-3-0071	Direct	False	2500	120	16	\$32,400	Approved
402-3-0072	Direct	False	2500	220	16	\$2,478	Approved
402-3-0073	Direct	False	2500	260	16	\$33	Approved
402-3-0074	Direct	False	2500	270	16	\$114	Approved
402-3-0075	Direct	False	2600	120	16	\$108,000	Approved
402-3-0076	Direct	False	2600	220	16	\$8,262	Approved
402-3-0077	Direct	False	2600	260	16	\$108	Approved
402-3-0078	Direct	False	2600	270	16	\$378	Approved
402-3-0079	Direct	False	2630	120	16	\$7,200	Approved
402-3-0080	Direct	False	2630	220	16	\$551	Approved
402-3-0081	Direct	False	2630	260	16	\$7	Approved
402-3-0082	Direct	False	2630	270	16	\$25	Approved
402-3-0083	Direct	False	2670	122	16	\$3,600	Approved
402-3-0084	Direct	False	2670	220	16	\$115	Approved
402-3-0085	Direct	False	2670	260	16	\$2	Approved
402-3-0086	Direct	False	2670	270	16	\$6	Approved
402-3-0087	Direct	False	2710	120	16	\$32,400	Approved
402-3-0088	Direct	False	2710	220	16	\$2,478	Approved
402-3-0089	Direct	False	2710	260	16	\$33	Approved
402-3-0090	Direct	False	2710	270	16	\$114	Approved
402-3-0091	Direct	False	2720	120	16	\$3,600	Approved
402-3-0092	Direct	False	2720	220	16	\$115	Approved
402-3-0093	Direct	False	2720	260	16	\$2	Approved
402-3-0094	Direct	False	2720	270	16	\$6	Approved
402-3-0095	Direct	False	2730	120	16	\$3,600	Approved
402-3-0096	Direct	False	2730	220	16	\$115	Approved
402-3-0097	Direct	False	2730	260	16	\$2	Approved
402-3-0098	Direct	False	2730	270	16	\$6	Approved
402-3-0099	Direct	False	2790	120	16	\$3,600	Approved
402-3-0100	Direct	False	2790	220	16	\$115	Approved
402-3-0101	Direct	False	2790	260	16	\$2	Approved
402-3-0102	Direct	False	2790	270	16	\$6	Approved
402-3-0103	Direct	False	2900	120	16	\$3,600	Approved
402-3-0104	Direct	False	2900	220	16	\$115	Approved
402-3-0105	Direct	False	2900	260	16	\$2	Approved
402-3-0106	Direct	False	2900	270	16	\$6	Approved
402-3-0107	Direct	False	3100	120	16	\$3,600	Approved
402-3-0108	Direct	False	3100	220	16	\$115	Approved
402-3-0109	Direct	False	3100	260	16	\$2	Approved
402-3-0110	Direct	False	3100	270	16	\$6	Approved
402-3-0111	Direct	False	2670	610	7	\$10,000	Approved
402-3-0112	Direct	False	2100	120	16	\$57,250	Approved

402-3-0113	Direct	False	2100	220	16	\$4,379	Approved
402-3-0114	Direct	False	2100	260	16	\$58	Approved
402-3-0115	Direct	False	2100	270	16	\$201	Approved
402-3-0116	Direct	False	2130	110	10	\$16,500	Approved
402-3-0117	Direct	False	2130	210	10	\$325	Approved
402-3-0118	Direct	False	2130	210	10	\$1,350	Approved
402-3-0119	Direct	False	2130	220	10	\$1,263	Approved
402-3-0120	Direct	False	2130	260	10	\$17	Approved
402-3-0121	Direct	False	2130	270	10	\$59	Approved
402-3-0122	Direct	False	2113	591	3	\$15,000	Approved
402-3-0123	Direct	False	2113	330	3	\$11,300	Approved
402-3-0124	Direct	False	1000	735	9	\$3,000	Approved
402-3-0125	Direct	True	1000	610	12	\$29,001	Approved
402-3-0126	Direct	True	1000	610	12	\$89,010	Approved
402-3-0127	Direct	False	1000	610	12	\$9,900	Approved
402-3-0128	Direct	True	1000	110	12	\$123,730	Approved
402-3-0129	Direct	True	1000	210	12	\$1,524	Approved
402-3-0130	Direct	True	1000	210	12	\$13,268	Approved
402-3-0131	Direct	True	1000	220	12	\$9,465	Approved
402-3-0132	Direct	True	1000	260	12	\$124	Approved
402-3-0133	Direct	True	1000	270	12	\$433	Approved

## Line Item Details

Line Item ID: 402-3-0134

**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**

Visible Learning

**Account Number**

54 E 2213 330 0052 200

**Function Code**

2000 - Support 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**

Research-Based: The Visible Learning research is based on John Hattie's unmatched meta-meta-analysis of more than 1,500 research reviews comprised of over 90,000 studies involving more than 300 million students—the world's largest evidence base on what works best in schools to improve student learning. From that research, Hattie identified more than 250 factors that have an impact on student achievement thus closing the achievement gap due to COVID.

Outcomes: The key strands of Visible Learning help schools use the research to impact practice. John Hattie identified key themes, or strands, that provide a theoretical lens through which leaders and teachers can measure their impact routinely thus maintaining those practices which have been shown to decrease the achievement gap due to COVID factors. Students increased attendance, engagement, retention, progress, and achievement. Teachers are inspired and passionate, teaching based on a clear understanding of what works best for raising student achievement. Leaders enhance their visibility into school performance and improve decision-making based on evidence from the data to make the gains needed to close the achievement gap.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$55,400
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$55,400</u>

**Status**

Task Force Review

**Line Item Comment from KSDE**

New Line Item

Line Item ID: 402-3-0135

**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**

Temporary Building Substitutes

**Account Number**

54 E 1000 115 0052 327

**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**

Temporary Building Subs were incorporated in USD 402 with ESSER I funds. Having temporary substitutes at each building is the only way our district has been able to stay open to students due to experiencing waves of positive COVID tests in the community. Temporary subs have played a significant impact in reducing staffing disruptions due to quarantine timelines.

We would like each school will have 1 temporary sub at in their buildings through FY 2024. Currently our 3 Elementary Schools and Middle School have 1 temporary ESSER funded sub in their buildings. Our High School has 2 individuals splitting time for the position. Therefore, there are 6 total employees that cover 5 positions. The high school could change to having 1 temporary sub full time similar to the other schools.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$51,000
<b>Budgeted Expenditures in SFY 2023</b>	\$25,000
<b>Budgeted Expenditures in SFY 2024</b>	\$25,000
<b>Total Expenditures</b>	<u>\$101,000</u>

**Status**

Task Force Review

**Line Item Comment from KSDE**

New Line Item

Line Item ID: 402-3-0136

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

FastBridge Subscriptions

**Account Number**

54 E 1000 610 0052 200

**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**

USD 402 has placed a greater focus on targeted interventions post-COVID. Fastbridge screeners will support the district's MTSS and intervention efforts by identifying learning gaps and providing targeted interventions to support the academic needs of students. Fastbridge provides progress monitoring and targeted intervention instructional strategies in the areas of math and reading for K-12 grades.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$17,680
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$17,680</u>

**Status**

Task Force Review

**Line Item Comment from KSDE**

New Line Item

Line Item ID: 402-3-0001

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Summer Intervention

**Account Number**

54 E 1000 110 0052 327

**Function Code**

1000 - Instruction

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Summer Program Certified Salaries -Summer intervention programming at all levels (HS/MS/Elem). These supports will be targeted at closing the learning gaps caused by the pandemic and will allow for credit recovery.

We plan to have two summer intervention programs during the summers of 2023 & 2024. One is partially funded through the 21st century grant, which will be for elementary and possibly middle school students . This program was 14 days long 8 hours a day and consisted of 10 certified teachers during the summer of 2022. We expect the program to be similar for the summer of 2023 & 2024. However, the amount of staff could increase depending on what we are able to do at the middle school level.

The summer intervention program at the middle school for 2022 consisted of 11 days, 3 hours a day and consisted of 2 certified teachers. This is subject to change depending on whether or not we are able to establish a larger middle school program through the 21st century grant.

The summer intervention program at the high school for 2022 consisted of 19 days, 6 hours a day and included 5 certified teachers.

The amounts below are budgeted based on how much ESSER II funds were spent on the intervention programs during the summer of 2022 with small increases to the wages.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$28,500
<b>Budgeted Expenditures in SFY 2024</b>	\$30,000
<b>Total Expenditures</b>	<u>\$58,500</u>

**Status**

Approved

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Summer Intervention

**Account Number**

54 E 1000 120 0052 327

**Function Code**

1000 - Instruction

**Object Code**

120 - Regular Non-Certified Salaries

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Summer Program Para Salaries - Summer intervention programming at all levels (HS/MS/Elem). These supports will be targeted at closing the learning gaps caused by the pandemic and will allow for credit recovery.

Our elementary and middle school summer intervention programs are partially funded through the 21st century grant. This program only consisted of elementary students during the summer of 2022. It was 14 days long 8 hours a day and consisted of 10 para professionals during the summer of 2022. We expect the program to be similar for the summer of 2023 & 2024. However, the amount of staff could increase depending on what we are able to do at the middle school level.

The amounts below are budgeted based on how much ESSER II funds were spent on the intervention programs during the summer of 2022 with small increases to the wages.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$7,500
<b>Budgeted Expenditures in SFY 2024</b>	\$8,250
<b>Total Expenditures</b>	<u>\$15,750</u>

**Status**

Approved

Line Item ID: 402-3-0003

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Summer Intervention

**Account Number**

54 E 1000 220 0052 327

**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 Program FICA/FICM

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$2,754**Budgeted Expenditures in SFY 2024** \$2,926**Total Expenditures** \$5,680**Status**

Approved

Line Item ID: 402-3-0004

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Summer Intervention

**Account Number**

54 E 1000 250 0052 327

**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 Program Unemployment

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$36**Budgeted Expenditures in SFY 2024** \$39**Total Expenditures** \$75**Status**

Approved

Line Item ID: 402-3-0005



**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Summer Intervention

**Account Number**

54 E 1000 260 0052 327

**Function Code**

1000 - Instruction

**Object Code**

270 - Worker's Compensation

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Summer Program Work Comp

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$126**Budgeted Expenditures in SFY 2024** \$134**Total Expenditures** \$260**Status**

Approved

Line Item ID: 402-3-0006

**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**

AMS MTSS Specialist

**Account Number**

54 E 1000 110 0052 327

**Function Code**

1000 - Instruction

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Middle School MTSS Specialist

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$60,716**Budgeted Expenditures in SFY 2024** \$83,982**Total Expenditures** \$144,698**Status**

Approved

**Line Item Comment from KSDE**

from narrative: With ESSER I and II we have had an MTSS specialist at our middle school that can help keep students on track.

Line Item ID: 402-3-0007

**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**

AMS MTSS Specialist

**Account Number**

54 E 1000 220 0052 327

**Function Code**

1000 - Instruction

**Object Code**

220 - Social Security Contributions

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Middle School MTSS Specialist FICA/FICM

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$4,645**Budgeted Expenditures in SFY 2024** \$6,425**Total Expenditures** \$11,070**Status**

Approved

Line Item ID: 402-3-0008

**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**

AMS MTSS Specialist

**Account Number**

54 E 1000 250 0052 327

**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**

Middle School MTSS Specialist Unemployment

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$61**Budgeted Expenditures in SFY 2024** \$84**Total Expenditures** \$145**Status**

Approved

Line Item ID: 402-3-0009

**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**

AMS MTSS Specialist

**Account Number**

54 E 1000 260 0052 327

**Function Code**

1000 - Instruction

**Object Code**

270 - Worker's Compensation

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Middle School MTSS Specialist Work Comp

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$213**Budgeted Expenditures in SFY 2024** \$294**Total Expenditures** \$507**Status**

Approved

Line Item ID: 402-3-0010

**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**

Elementary Intervention Para

**Account Number**

54 E 1000 120 0052 327

**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 Intervention Paras

**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** \$150,000**Status**

Approved

Line Item ID: 402-3-0011

**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**

Elementary Intervention Para

**Account Number**

54 E 1000 220 0052 327

**Function Code**

1000 - Instruction

**Object Code**

220 - Social Security Contributions

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Elementary Intervention Paras FICA/FICM

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$5,738**Budgeted Expenditures in SFY 2024** \$5,738**Total Expenditures** \$11,476**Status**

Approved

Line Item ID: 402-3-0012

**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**

Elementary Intervention Para

**Account Number**

54 E 1000 250 0052 327

**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**

Elementary Intervention Paras Unemployment

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$75**Budgeted Expenditures in SFY 2024** \$75**Total Expenditures** \$150**Status**

Approved

Line Item ID: 402-3-0013

**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**

Elementary Intervention Para

**Account Number**

54 E 1000 260 0052 327

**Function Code**

1000 - Instruction

**Object Code**

270 - Worker's Compensation

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Elementary Intervention Paras Work Comp

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$263**Budgeted Expenditures in SFY 2024** \$263**Total Expenditures** \$526**Status**

Approved

Line Item ID: 402-3-0014

**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**

0.5 FTE Title Math

**Account Number**

54 E 1000 110 0052 327

**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**

0.5 FTE Title Math

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$36,787**Budgeted Expenditures in SFY 2024** \$50,883**Total Expenditures** \$87,670**Status**

Approved

Line Item ID: 402-3-0015

**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**

0.5 FTE Title Math

**Account Number**

54 E 1000 220 0052 327

**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**

0.5 FTE Title Math FICA/FICM

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$2,814**Budgeted Expenditures in SFY 2024** \$3,893**Total Expenditures** \$6,707**Status**

Approved

Line Item ID: 402-3-0016

**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**

0.5 FTE Title Math

**Account Number**

54 E 1000 250 0052 327

**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**

0.5 FTE Title Math Unemployment

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$37**Budgeted Expenditures in SFY 2024** \$51**Total Expenditures** \$88**Status**

Approved

Line Item ID: 402-3-0017

**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**

0.5 FTE Title Math

**Account Number**

54 E 1000 260 0052 327

**Function Code**

1000 - Instruction

**Object Code**

270 - Worker's Compensation

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

0.5 FTE Title Math Unemployment

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$129**Budgeted Expenditures in SFY 2024** \$178**Total Expenditures** \$307**Status**

Approved

Line Item ID: 402-3-0018

**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**

AHS and AMS Intervention Program

**Account Number**

54 E 1000 120 0052 327

**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**

AHS and AMS Intervention Program

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$40,000**Budgeted Expenditures in SFY 2024** \$80,000**Total Expenditures** \$120,000**Status**

Approved

Line Item ID: 402-3-0019

**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**

AHS and AMS Intervention Program

**Account Number**

54 E 1000 220 0052 327

**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**

AHS and AMS Intervention Program FICA/FICM

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$3,060**Budgeted Expenditures in SFY 2024** \$6,120**Total Expenditures** \$9,180**Status**

Approved

Line Item ID: 402-3-0020

**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**

AHS and AMS Intervention Program

**Account Number**

54 E 1000 250 0052 327

**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**

AHS and AMS Intervention Program Unemployment

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$40**Budgeted Expenditures in SFY 2024** \$80**Total Expenditures** \$120**Status**

Approved

Line Item ID: 402-3-0021



**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**

AHS and AMS Intervention Program

**Account Number**

54 E 1000 260 0052 327

**Function Code**

1000 - Instruction

**Object Code**

270 - Worker's Compensation

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

AHS and AMS Intervention Program Work Comp

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$140**Budgeted Expenditures in SFY 2024** \$280**Total Expenditures** \$420**Status**

Approved

Line Item ID: 402-3-0022

**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**

Star Reading

**Account Number**

54 E 1000 610 0052 200

**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**

Renaissance Learning, Inc Subscriptions - USD 402 would like to place a greater focus on intervention in reading at all four elementary schools in response to the pandemic. Renaissance Star Reading provides valuable data which can be used to reduce learning loss.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$10,221**Budgeted Expenditures in SFY 2023** \$10,350**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$20,571**Status**

Approved

Line Item ID: 402-3-0024

**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**

Temporary Building Subs

**Account Number**

54 E 1000 220 0052 200

**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**

Temporary Building Subs FICA/FICM

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$3,769**Budgeted Expenditures in SFY 2023** \$6,213**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$9,982**Status**

Approved

Line Item ID: 402-3-0025

**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**

Temporary Building Subs

**Account Number**

54 E 1000 250 0052 200

**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**

Temporary Building Subs Unemployment

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$49**Budgeted Expenditures in SFY 2023** \$81**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$130**Status**

Approved

Line Item ID: 402-3-0026

**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**

Temporary Building Subs

**Account Number**

54 E 1000 260 0052 200

**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**

Temporary Building Subs Work Comp

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$108
<b>Budgeted Expenditures in SFY 2023</b>	\$284
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$392</u>

**Status**

Approved

Line Item ID: 402-3-0027

**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 Stipends

**Account Number**

54 E 1000 110 0052 327

**Function Code**

1000 - Instruction

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Certified Teacher Retention Stipends - \$1,200 for returning FT staff & \$600 for returning PT staff. Retention pay would help to retain staff and strengthen the continuity of district services. Helping retain our staff will help keep our facilities clean, our staff and students healthy and helps reduce student learning loss due by receiving consistency with staff throughout the district. The pandemic has created significant employment turnover throughout all industries and we believe retention stipends are an incentive to keep our employees in our district.

We are requesting approval for retention stipends for FY 2023, FY 2024 & FY 2025. For FY 2023 we plan to pay out the stipend as soon as possible, which would be in November or December of 2022. For FY 2024 & FY 2025 we plan to pay out retentions stipends in September 2023 and September 2024 respectively.

The budgeted expenditures below represent payments for 129 teachers each year. This could vary 10-15 teacher each year depending on how many teachers retained from year-to-year.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$154,800
<b>Budgeted Expenditures in SFY 2024</b>	\$309,600
<b>Total Expenditures</b>	\$464,400

**Status**

Approved

**Line Item Comment from KSDE**

from narrative: Lastly, we plan to pay retentions stipends of \$1,200 for all returning full time staff, \$600 for returning part-time staff and \$150 for returning supplemental positions that do not have a separate position within the district.

Line Item ID: 402-3-0028

**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**

Retention Stipends

**Account Number**

54 E 1000 220 0052 327

**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**

Certified Teacher Retention Stipends FICA/FICM

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$11,842**Budgeted Expenditures in SFY 2024** \$23,684**Total Expenditures** \$35,526**Status**

Approved

Line Item ID: 402-3-0029

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Retention Stipends

**Account Number**

54 E 1000 250 0052 327

**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**

Certified Teacher Retention Stipends Unemployment

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$155**Budgeted Expenditures in SFY 2024** \$310**Total Expenditures** \$465**Status**

Approved

Line Item ID: 402-3-0030

**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 Stipends

**Account Number**

54 E 1000 260 0052 327

**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**

Certified Teacher Retention Stipends Work Comp

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$542**Budgeted Expenditures in SFY 2024** \$1,084**Total Expenditures** \$1,626**Status**

Approved

Line Item ID: 402-3-0031

**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 Stipends

**Account Number**

54 E 1000 120 0052 327

**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**

Paras/Non Cert Teacher Retention Stipends - \$1,200 for returning FT staff & \$600 for returning PT staff. Retention pay would help to retain staff and strengthen the continuity of district services. Helping retain our staff will help keep our facilities clean, our staff and students healthy and helps reduce student learning loss due by receiving consistency with staff throughout the district. The pandemic has created significant employment turnover throughout all industries and we believe retention stipends are an incentive to keep our employees in our district.

We are requesting approval for retention stipends for FY 2023, FY 2024 & FY 2025. For FY 2023 we plan to pay out the stipend as soon as possible, which would be in November or December of 2022. For FY 2024 & FY 2025 we plan to pay out retentions stipends in September 2023 and September 2024 respectively.

The budgeted expenditures below represent payments for 23 para professionals each year. This could vary 5 - 10 paras each year depending on how many paras retained from year-to-year.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$27,600
<b>Budgeted Expenditures in SFY 2024</b>	\$55,200
<b>Total Expenditures</b>	<u>\$82,800</u>

**Status**

Approved

**Line Item Comment from KSDE**

from narrative: Lastly, we plan to pay retentions stipends of \$1,200 for all returning full time staff, \$600 for returning part-time staff and \$150 for returning supplemental positions that do not have a separate position within the district.

Line Item ID: 402-3-0032

**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**

Retention Stipends

**Account Number**

54 E 1000 220 0052 327

**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**

Paras/Non Cert Teacher Retention Stipends FICA/FICM

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$2,111**Budgeted Expenditures in SFY 2024** \$4,223**Total Expenditures** \$6,334**Status**

Approved

Line Item ID: 402-3-0033

**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**

Retention Stipends

**Account Number**

54 E 1000 250 0052 327

**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**

Paras/Non Cert Teacher Retention Stipends Unemployment

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$28**Budgeted Expenditures in SFY 2024** \$55**Total Expenditures** \$83**Status**

Approved

Line Item ID: 402-3-0034



**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**

Retention Stipends

**Account Number**

54 E 1000 260 0052 327

**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**

Paras/Non Cert Teacher Retention Stipends Work Comp

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$97**Budgeted Expenditures in SFY 2024** \$193**Total Expenditures** \$290**Status**

Approved

Line Item ID: 402-3-0035

**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**

Retention Stipends

**Account Number**

54 E 2100 110 0052 327

**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**

Certified Counselor Retention Stipend - \$1,200 for returning FT staff & \$600 for returning PT staff. Retention pay would help to retain staff and strengthen the continuity of district services. Helping retain our staff will help keep our facilities clean, our staff and students healthy and helps reduce student learning loss due by receiving consistency with staff throughout the district. The pandemic has created significant employment turnover throughout all industries and we believe retention stipends are an incentive to keep our employees in our district.

We are requesting approval for retention stipends for FY 2023, FY 2024 & FY 2025. For FY 2023 we plan to pay out the stipend as soon as possible, which would be in November or December of 2022. For FY 2024 & FY 2025 we plan to pay out retentions stipends in September 2023 and September 2024 respectively.

The budgeted expenditures below represent payments for 5 counselors each year. These retention stipends could be as many as 6 or 7 counselors each year depending on how many counselors retained from year-to-year.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$6,000
<b>Budgeted Expenditures in SFY 2024</b>	\$12,000
<b>Total Expenditures</b>	\$18,000

**Status**

Approved

**Line Item Comment from KSDE**

from narrative: Lastly, we plan to pay retentions stipends of \$1,200 for all returning full time staff, \$600 for returning part-time staff and \$150 for returning supplemental positions that do not have a separate position within the district.

Line Item ID: 402-3-0036

**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**

Retention Stipends

**Account Number**

54 E 2100 220 0052 327

**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**

Certified Counselor Retention Stipend FICA/FICM

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$459
<b>Budgeted Expenditures in SFY 2024</b>	\$918
<b>Total Expenditures</b>	<u>\$1,377</u>

**Status**

Approved

Line Item ID: 402-3-0037

**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 Stipends

**Account Number**

54 E 2100 250 0052 327

**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**

Certified Counselor Retention Stipend Unemployment

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$6
<b>Budgeted Expenditures in SFY 2024</b>	\$12
<b>Total Expenditures</b>	<u>\$18</u>

**Status**

Approved

Line Item ID: 402-3-0038

**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**

Retention Stipends

**Account Number**

54 E 2100 260 0052 327

**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**

Certified Counselor Retention Stipend Work Comp

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$21
<b>Budgeted Expenditures in SFY 2024</b>	\$42
<b>Total Expenditures</b>	<u>\$63</u>

**Status**

Approved

Line Item ID: 402-3-0039

**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 Stipends

**Account Number**

54 E 2100 120 0052 327

**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**

Nurse Retention Stipends - \$1,200 for returning FT staff & \$600 for returning PT staff. Retention pay would help to retain staff and strengthen the continuity of district services. Helping retain our staff will help keep our facilities clean, our staff and students healthy and helps reduce student learning loss due by receiving consistency with staff throughout the district. The pandemic has created significant employment turnover throughout all industries and we believe retention stipends are an incentive to keep our employees in our district.

We are requesting approval for retention stipends for FY 2023, FY 2024 & FY 2025. For FY 2023 we plan to pay out the stipend as soon as possible, which would be in November or December of 2022. For FY 2024 & FY 2025 we plan to pay out retentions stipends in September 2023 and September 2024 respectively.

The budgeted expenditures below represent payments for 4 nurse each year. This could increase to 5 nurses depending on if everyone is retained from year-to-year.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$4,800
<b>Budgeted Expenditures in SFY 2024</b>	\$9,600
<b>Total Expenditures</b>	\$14,400

**Status**

Approved

**Line Item Comment from KSDE**

from narrative: Lastly, we plan to pay retentions stipends of \$1,200 for all returning full time staff, \$600 for returning part-time staff and \$150 for returning supplemental positions that do not have a separate position within the district.

Line Item ID: 402-3-0040

**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**

Retention Stipends

**Account Number**

54 E 2100 220 0052 327

**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**

Nurse Retention Stipend FICA/FICM

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$367**Budgeted Expenditures in SFY 2024** \$734**Total Expenditures** \$1,101**Status**

Approved

Line Item ID: 402-3-0041

**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**

Retention Stipends

**Account Number**

54 E 2100 250 0052 327

**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**

Nurse Retention Stipend Unemployment

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$5**Budgeted Expenditures in SFY 2024** \$10**Total Expenditures** \$15**Status**

Approved

Line Item ID: 402-3-0042

**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**

Retention Stipends

**Account Number**

54 E 2100 260 0052 327

**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**

Nurse Retention Stipend Work Comp

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$17**Budgeted Expenditures in SFY 2024** \$34**Total Expenditures** \$51**Status**

Approved

Line Item ID: 402-3-0043

**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**

Retention Stipends

**Account Number**

54 E 2113 110 0052 327

**Function Code**

2113 - Social Work 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**

Social Worker Retention Stipend

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$1,200**Budgeted Expenditures in SFY 2024** \$2,400**Total Expenditures** \$3,600**Status**

Approved

Line Item ID: 402-3-0044

**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**

Retention Stipends

**Account Number**

54 E 2113 220 0052 327

**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**

Social Worker Retention Stipend FICA/FICM

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$38
<b>Budgeted Expenditures in SFY 2024</b>	\$77
<b>Total Expenditures</b>	<u>\$115</u>

**Status**

Approved

Line Item ID: 402-3-0045

**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**

Retention Stipends

**Account Number**

54 E 2113 250 0052 327

**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**

Social Worker Retention Stipend Unemployment

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$1
<b>Budgeted Expenditures in SFY 2024</b>	\$1
<b>Total Expenditures</b>	<u>\$2</u>

**Status**

Approved

Line Item ID: 402-3-0046



**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**

Retention Stipends

**Account Number**

54 E 2113 260 0052 327

**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**

Social Worker Retention Stipend Work Comp

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$2**Budgeted Expenditures in SFY 2024** \$4**Total Expenditures** \$6**Status**

Approved

Line Item ID: 402-3-0047

**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**

Retention Stipends

**Account Number**

54 E 2130 110 0052 327

**Function Code**

2130 - Health Services

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Mental Health Liaison Retention Stipend

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$2,400**Budgeted Expenditures in SFY 2024** \$4,800**Total Expenditures** \$7,200**Status**

Approved

**Line Item Comment from KSDE**

from narrative: Lastly, we plan to pay retentions stipends of \$1,200 for all returning full time staff, \$600 for returning part-time staff and \$150 for returning supplemental positions that do not have a separate position within the district. The district plans to provide these retention stipends for returning staff during the fall semester of the 2022-23, 2023-24 and 2024-25 school years.

Line Item ID: 402-3-0048

**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**

Retention Stipends

**Account Number**

54 E 2130 220 0052 327

**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**

Mental Health Liaison Retention Stipend FICA/FICM

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$184**Budgeted Expenditures in SFY 2024** \$367**Total Expenditures** \$551**Status**

Approved

Line Item ID: 402-3-0049

**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**

Retention Stipends

**Account Number**

54 E 2130 250 0052 327

**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**

Mental Health Liaison Retention Stipend Unemployment

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$2**Budgeted Expenditures in SFY 2024** \$5**Total Expenditures** \$7**Status**

Approved

Line Item ID: 402-3-0050

**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**

Retention Stipends

**Account Number**

54 E 2130 260 0052 327

**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**

Mental Health Liaison Retention Stipend Work Comp

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$8**Budgeted Expenditures in SFY 2024** \$17**Total Expenditures** \$25**Status**

Approved

Line Item ID: 402-3-0051

**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**

Retention Stipends

**Account Number**

54 E 2200 110 0052 327

**Function Code**

2200 - Support Services (Instructional Staff)

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Librarian Retention Stipend

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$6,000**Budgeted Expenditures in SFY 2024** \$12,000**Total Expenditures** \$18,000**Status**

Approved

**Line Item Comment from KSDE**

from narrative: Lastly, we plan to pay retentions stipends of \$1,200 for all returning full time staff, \$600 for returning part-time staff and \$150 for returning supplemental positions that do not have a separate position within the district. The district plans to provide these retention stipends for returning staff during the fall semester of the 2022-23, 2023-24 and 2024-25 school years.

Line Item ID: 402-3-0052

**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**

Retention Stipends

**Account Number**

54 E 2200 220 0052 327

**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**

Librarian Retention Stipend FICA/FICM

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$459**Budgeted Expenditures in SFY 2024** \$918**Total Expenditures** \$1,377**Status**

Approved

Line Item ID: 402-3-0053

**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**

Retention Stipends

**Account Number**

54 E 2200 250 0052 327

**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**

Librarian Retention Stipend Unemployment

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$6**Budgeted Expenditures in SFY 2024** \$12**Total Expenditures** \$18**Status**

Approved

Line Item ID: 402-3-0054

**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**

Retention Stipends

**Account Number**

54 E 2200 260 0052 327

**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**

Librarian Retention Stipend Work Comp

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$21**Budgeted Expenditures in SFY 2024** \$42**Total Expenditures** \$63**Status**

Approved

Line Item ID: 402-3-0055

**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**

Retention Stipends

**Account Number**

54 E 2300 110 0052 327

**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**

Certified District Office Retention Stipends

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$2,400**Budgeted Expenditures in SFY 2024** \$4,800**Total Expenditures** \$7,200**Status**

Approved

**Line Item Comment from KSDE**

from narrative: Lastly, we plan to pay retentions stipends of \$1,200 for all returning full time staff, \$600 for returning part-time staff and \$150 for returning supplemental positions that do not have a separate position within the district. The district plans to provide these retention stipends for returning staff during the fall semester of the 2022-23, 2023-24 and 2024-25 school years.

Line Item ID: 402-3-0056

**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**

Retention Stipends

**Account Number**

54 E 2300 220 0052 327

**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**

Certified District Office Retention Stipends FICA/FICM

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$184
<b>Budgeted Expenditures in SFY 2024</b>	\$367
<b>Total Expenditures</b>	\$551

**Status**

Approved

Line Item ID: 402-3-0057

**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**

Retention Stipends

**Account Number**

54 E 2300 250 0052 327

**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**

Certified District Office Retention Stipends Unemployment

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$2
<b>Budgeted Expenditures in SFY 2024</b>	\$5
<b>Total Expenditures</b>	\$7

**Status**

Approved

Line Item ID: 402-3-0058

**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 Stipends

**Account Number**

54 E 2300 260 0052 327

**Function Code**

2300 - Support Services (General 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**

Certified District Office Retention Stipends Work Comp

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$8**Budgeted Expenditures in SFY 2024** \$17**Total Expenditures** \$25**Status**

Approved

Line Item ID: 402-3-0059

**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**

Retention Stipends

**Account Number**

54 E 2300 120 0052 327

**Function Code**

2300 - Support Services (General Administration)

**Object Code**

120 - Regular Non-Certified Salaries

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Classified District Office/ BOE Clerk Retention Stipend

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$1,200**Budgeted Expenditures in SFY 2024** \$2,400**Total Expenditures** \$3,600**Status**

Approved

**Line Item Comment from KSDE**

from narrative: Lastly, we plan to pay retentions stipends of \$1,200 for all returning full time staff, \$600 for returning part-time staff and \$150 for returning supplemental positions that do not have a separate position within the district. The district plans to provide these retention stipends for returning staff during the fall semester of the 2022-23, 2023-24 and 2024-25 school years.

Line Item ID: 402-3-0060

**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**

Retention Stipends

**Account Number**

54 E 2300 220 0052 327

**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**

Classified District Office/ BOE Clerk Retention Stipend FICA/FICM

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$38
<b>Budgeted Expenditures in SFY 2024</b>	\$77
<b>Total Expenditures</b>	<u>\$115</u>

**Status**

Approved

Line Item ID: 402-3-0061

**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**

Retention Stipends

**Account Number**

54 E 2300 250 0052 327

**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**

Classified District Office/ BOE Clerk Retention Stipend Unemployment

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$1
<b>Budgeted Expenditures in SFY 2024</b>	\$1
<b>Total Expenditures</b>	<u>\$2</u>

**Status**

Approved

Line Item ID: 402-3-0062



**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 Stipends

**Account Number**

54 E 2300 260 0052 327

**Function Code**

2300 - Support Services (General 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**

Classified District Office/ BOE Clerk Retention Stipend Work Comp

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$2**Budgeted Expenditures in SFY 2024** \$4**Total Expenditures** \$6**Status**

Approved

Line Item ID: 402-3-0063

**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**

Retention Stipends

**Account Number**

54 E 2400 110 0052 327

**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**

Certified Principal &amp; AD Retention Stipends

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$9,600**Budgeted Expenditures in SFY 2024** \$19,200**Total Expenditures** \$28,800**Status**

Approved

**Line Item Comment from KSDE**

from narrative: Lastly, we plan to pay retentions stipends of \$1,200 for all returning full time staff, \$600 for returning part-time staff and \$150 for returning supplemental positions that do not have a separate position within the district. The district plans to provide these retention stipends for returning staff during the fall semester of the 2022-23, 2023-24 and 2024-25 school years.

Line Item ID: 402-3-0064

**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**

Retention Stipends

**Account Number**

54 E 2400 220 0052 327

**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**

Certified Principal &amp; AD Retention Stipends FICA/FICM

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$734
<b>Budgeted Expenditures in SFY 2024</b>	\$1,469
<b>Total Expenditures</b>	<u>\$2,203</u>

**Status**

Approved

Line Item ID: 402-3-0065

**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**

Retention Stipends

**Account Number**

54 E 2400 250 0052 327

**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**

Certified Principal &amp; AD Retention Stipends Unemployment

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$10
<b>Budgeted Expenditures in SFY 2024</b>	\$19
<b>Total Expenditures</b>	<u>\$29</u>

**Status**

Approved

Line Item ID: 402-3-0066

**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 Stipends

**Account Number**

54 E 2400 260 0052 327

**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**

Certified Principal &amp; AD Retention Stipends Work Comp

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$34**Budgeted Expenditures in SFY 2024** \$67**Total Expenditures** \$101**Status**

Approved

Line Item ID: 402-3-0067

**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**

Retention Stipends

**Account Number**

54 E 2400 120 0052 327

**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**

Secretary Retention Stipends

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$13,200**Budgeted Expenditures in SFY 2024** \$26,400**Total Expenditures** \$39,600**Status**

Approved

**Line Item Comment from KSDE**

from narrative: Lastly, we plan to pay retentions stipends of \$1,200 for all returning full time staff, \$600 for returning part-time staff and \$150 for returning supplemental positions that do not have a separate position within the district. The district plans to provide these retention stipends for returning staff during the fall semester of the 2022-23, 2023-24 and 2024-25 school years.

Line Item ID: 402-3-0068

**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**

Retention Stipends

**Account Number**

54 E 2400 220 0052 327

**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**

Secretary Retention Stipends FICA/FICM

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$1,010**Budgeted Expenditures in SFY 2024** \$2,020**Total Expenditures** \$3,030**Status**

Approved

Line Item ID: 402-3-0069

**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**

Retention Stipends

**Account Number**

54 E 2400 250 0052 327

**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**

Secretary Retention Stipends Unemployment

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$13**Budgeted Expenditures in SFY 2024** \$26**Total Expenditures** \$39**Status**

Approved

Line Item ID: 402-3-0070

**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 Stipends

**Account Number**

54 E 2400 260 0052 327

**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**

Secretary Retention Stipends Work Comp

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$46**Budgeted Expenditures in SFY 2024** \$92**Total Expenditures** \$138**Status**

Approved

Line Item ID: 402-3-0071

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Retention Stipends

**Account Number**

54 E 2500 120 0052 327

**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**

Business and Tech Staff Retention Stipends

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$10,800**Budgeted Expenditures in SFY 2024** \$21,600**Total Expenditures** \$32,400**Status**

Approved

**Line Item Comment from KSDE**

from narrative: Lastly, we plan to pay retentions stipends of \$1,200 for all returning full time staff, \$600 for returning part-time staff and \$150 for returning supplemental positions that do not have a separate position within the district. The district plans to provide these retention stipends for returning staff during the fall semester of the 2022-23, 2023-24 and 2024-25 school years.

Line Item ID: 402-3-0072

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Retention Stipends

**Account Number**

54 E 2500 220 0052 327

**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**

Business and Tech Staff Retention Stipends FICA/FICM

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$826**Budgeted Expenditures in SFY 2024** \$1,652**Total Expenditures** \$2,478**Status**

Approved

Line Item ID: 402-3-0073

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Retention Stipends

**Account Number**

54 E 2500 250 0052 327

**Function Code**

2500 - Central Services

**Object Code**

260 - Unemployment Compensation

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Business and Tech Staff Retention Stipends Unemployment

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$11**Budgeted Expenditures in SFY 2024** \$22**Total Expenditures** \$33**Status**

Approved

Line Item ID: 402-3-0074

**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 Stipends

**Account Number**

54 E 2500 260 0052 327

**Function Code**

2500 - Central Services

**Object Code**

270 - Worker's Compensation

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Business and Tech Staff Retention Stipends Work Comp

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$38**Budgeted Expenditures in SFY 2024** \$76**Total Expenditures** \$114**Status**

Approved

Line Item ID: 402-3-0075

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Retention Stipends

**Account Number**

54 E 2600 120 0052 327

**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**

Operations/Maintenance/Custodial Staff Retention Stipends

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$36,000**Budgeted Expenditures in SFY 2024** \$72,000**Total Expenditures** \$108,000**Status**

Approved

**Line Item Comment from KSDE**

from narrative: Lastly, we plan to pay retentions stipends of \$1,200 for all returning full time staff, \$600 for returning part-time staff and \$150 for returning supplemental positions that do not have a separate position within the district. The district plans to provide these retention stipends for returning staff during the fall semester of the 2022-23, 2023-24 and 2024-25 school years.

Line Item ID: 402-3-0076

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Retention Stipends

**Account Number**

54 E 2600 220 0052 327

**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**

Operations/Maintenance/Custodial Staff Retention Stipends FICA/FICM

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$2,754**Budgeted Expenditures in SFY 2024** \$5,508**Total Expenditures** \$8,262**Status**

Approved

Line Item ID: 402-3-0077

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Retention Stipends

**Account Number**

54 E 2600 250 0052 327

**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**

Operations/Maintenance/Custodial Staff Retention Stipends Unemployment

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$36**Budgeted Expenditures in SFY 2024** \$72**Total Expenditures** \$108**Status**

Approved

Line Item ID: 402-3-0078



**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 Stipends

**Account Number**

54 E 2600 260 0052 327

**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**

Operations/Maintenance/Custodial Staff Retention Stipends Work Comp

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$126**Budgeted Expenditures in SFY 2024** \$252**Total Expenditures** \$378**Status**

Approved

Line Item ID: 402-3-0079

**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**

Retention Stipends

**Account Number**

54 E 2630 120 0052 327

**Function Code**

2630 - Care and Upkeep of Grounds

**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**

Ground Crew Retention Stipends

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$2,400**Budgeted Expenditures in SFY 2024** \$4,800**Total Expenditures** \$7,200**Status**

Approved

**Line Item Comment from KSDE**

from narrative: Lastly, we plan to pay retentions stipends of \$1,200 for all returning full time staff, \$600 for returning part-time staff and \$150 for returning supplemental positions that do not have a separate position within the district. The district plans to provide these retention stipends for returning staff during the fall semester of the 2022-23, 2023-24 and 2024-25 school years.

Line Item ID: 402-3-0080

**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**

Retention Stipends

**Account Number**

54 E 2630 220 0052 327

**Function Code**

2630 - Care and Upkeep of Grounds

**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**

Ground Crew Retention Stipends FICA/FICM

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$184**Budgeted Expenditures in SFY 2024** \$367**Total Expenditures** \$551**Status**

Approved

Line Item ID: 402-3-0081

**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**

Retention Stipends

**Account Number**

54 E 2630 250 0052 327

**Function Code**

2630 - Care and Upkeep of Grounds

**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**

Ground Crew Retention Stipends Unemployment

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$2**Budgeted Expenditures in SFY 2024** \$5**Total Expenditures** \$7**Status**

Approved

Line Item ID: 402-3-0082

**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 Stipends

**Account Number**

54 E 2630 260 0052 327

**Function Code**

2630 - Care and Upkeep of Grounds

**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**

Ground Crew Retention Stipends Work Comp

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$8**Budgeted Expenditures in SFY 2024** \$17**Total Expenditures** \$25**Status**

Approved

Line Item ID: 402-3-0083

**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**

Retention Stipends

**Account Number**

54 E 2670 122 0052 327

**Function Code**

2670 - Safety

**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**

Crossing Guard Retention Stipend

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$1,200**Budgeted Expenditures in SFY 2024** \$2,400**Total Expenditures** \$3,600**Status**

Approved

**Line Item Comment from KSDE**

from narrative: Lastly, we plan to pay retentions stipends of \$1,200 for all returning full time staff, \$600 for returning part-time staff and \$150 for returning supplemental positions that do not have a separate position within the district. The district plans to provide these retention stipends for returning staff during the fall semester of the 2022-23, 2023-24 and 2024-25 school years.

Line Item ID: 402-3-0084

**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**

Retention Stipends

**Account Number**

54 E 2670 220 0052 327

**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**

Crossing Guard Retention Stipend FICA/FICM

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$38**Budgeted Expenditures in SFY 2024** \$77**Total Expenditures** \$115**Status**

Approved

Line Item ID: 402-3-0085

**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**

Retention Stipends

**Account Number**

54 E 2670 250 0052 327

**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**

Crossing Guard Retention Stipend Unemployment

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$1**Budgeted Expenditures in SFY 2024** \$1**Total Expenditures** \$2**Status**

Approved

Line Item ID: 402-3-0086

**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 Stipends

**Account Number**

54 E 2670 260 0052 327

**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**

Crossing Guard Retention Stipend Work Comp

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$2**Budgeted Expenditures in SFY 2024** \$4**Total Expenditures** \$6**Status**

Approved

Line Item ID: 402-3-0087

**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**

Retention Stipends

**Account Number**

54 E 2710 120 0052 327

**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**

Driver's Retention Stipend

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$10,800**Budgeted Expenditures in SFY 2024** \$21,600**Total Expenditures** \$32,400**Status**

Approved

**Line Item Comment from KSDE**

from narrative: Lastly, we plan to pay retentions stipends of \$1,200 for all returning full time staff, \$600 for returning part-time staff and \$150 for returning supplemental positions that do not have a separate position within the district. The district plans to provide these retention stipends for returning staff during the fall semester of the 2022-23, 2023-24 and 2024-25 school years.

Line Item ID: 402-3-0088

**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**

Retention Stipends

**Account Number**

54 E 2710 220 0052 327

**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**

Driver's Retention Stipend FICA/FICM

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$826**Budgeted Expenditures in SFY 2024** \$1,652**Total Expenditures** \$2,478**Status**

Approved

Line Item ID: 402-3-0089

**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**

Retention Stipends

**Account Number**

54 E 2710 250 0052 327

**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**

Driver's Retention Stipend Unemployment

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$11**Budgeted Expenditures in SFY 2024** \$22**Total Expenditures** \$33**Status**

Approved

Line Item ID: 402-3-0090

**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 Stipends

**Account Number**

54 E 2710 260 0052 327

**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**

Driver's Retention Stipend Work Comp

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$38**Budgeted Expenditures in SFY 2024** \$76**Total Expenditures** \$114**Status**

Approved

Line Item ID: 402-3-0091

**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**

Retention Stipends

**Account Number**

54 E 2720 120 0052 327

**Function Code**

2720 - Monitoring 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**

Transportation Monitoring Services Retention Stipend

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$1,200**Budgeted Expenditures in SFY 2024** \$2,400**Total Expenditures** \$3,600**Status**

Approved

**Line Item Comment from KSDE**

from narrative: Lastly, we plan to pay retentions stipends of \$1,200 for all returning full time staff, \$600 for returning part-time staff and \$150 for returning supplemental positions that do not have a separate position within the district. The district plans to provide these retention stipends for returning staff during the fall semester of the 2022-23, 2023-24 and 2024-25 school years.

Line Item ID: 402-3-0092

**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**

Retention Stipends

**Account Number**

54 E 2720 220 0052 327

**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**

Transportation Monitoring Services Retention Stipend FICA/FICM

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$38**Budgeted Expenditures in SFY 2024** \$77**Total Expenditures** \$115**Status**

Approved

Line Item ID: 402-3-0093

**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**

Retention Stipends

**Account Number**

54 E 2720 250 0052 327

**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**

Transportation Monitoring Services Retention Stipend Unemployment

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$1**Budgeted Expenditures in SFY 2024** \$1**Total Expenditures** \$2**Status**

Approved

Line Item ID: 402-3-0094



**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 Stipends

**Account Number**

54 E 2720 260 0052 327

**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**

Transportation Monitoring Services Retention Stipend Work Comp

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$2**Budgeted Expenditures in SFY 2024** \$4**Total Expenditures** \$6**Status**

Approved

Line Item ID: 402-3-0095

**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**

Retention Stipends

**Account Number**

54 E 2730 120 0052 327

**Function Code**

2730 - Vehicle Servicing and Maintenance

**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**

Transportation Mechanic Retention Stipend

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$1,200**Budgeted Expenditures in SFY 2024** \$2,400**Total Expenditures** \$3,600**Status**

Approved

**Line Item Comment from KSDE**

from narrative: Lastly, we plan to pay retentions stipends of \$1,200 for all returning full time staff, \$600 for returning part-time staff and \$150 for returning supplemental positions that do not have a separate position within the district. The district plans to provide these retention stipends for returning staff during the fall semester of the 2022-23, 2023-24 and 2024-25 school years.

Line Item ID: 402-3-0096

**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**

Retention Stipends

**Account Number**

54 E 2730 220 0052 327

**Function Code**2730 - Vehicle Servicing and  
Maintenance**Object Code**

220 - Social Security Contributions

**Allowable Use**16 - Other activities necessary to  
maintain LEA operations and services  
and employ existing LEA staff.**Please describe the expenditures within the account and how they will address a COVID-19 need**

Transportation Mechanic Retention Stipend FICA/FICM

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$38
<b>Budgeted Expenditures in SFY 2024</b>	\$77
<b>Total Expenditures</b>	<u>\$115</u>

**Status**

Approved

Line Item ID: 402-3-0097

**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**

Retention Stipends

**Account Number**

54 E 2730 250 0052 327

**Function Code**2730 - Vehicle Servicing and  
Maintenance**Object Code**

260 - Unemployment Compensation

**Allowable Use**16 - Other activities necessary to  
maintain LEA operations and services  
and employ existing LEA staff.**Please describe the expenditures within the account and how they will address a COVID-19 need**

Transportation Mechanic Retention Stipend Unemployment

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$1
<b>Budgeted Expenditures in SFY 2024</b>	\$1
<b>Total Expenditures</b>	<u>\$2</u>

**Status**

Approved

Line Item ID: 402-3-0098

**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 Stipends

**Account Number**

54 E 2730 260 0052 327

**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**

Transportation Mechanic Retention Stipend Work Comp

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$2**Budgeted Expenditures in SFY 2024** \$4**Total Expenditures** \$6**Status**

Approved

Line Item ID: 402-3-0099

**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**

Retention Stipends

**Account Number**

54 E 2790 120 0052 327

**Function Code**

2790 - Other 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**

Transportation Bus Aide SPED Retention Stipend

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$1,200**Budgeted Expenditures in SFY 2024** \$2,400**Total Expenditures** \$3,600**Status**

Approved

**Line Item Comment from KSDE**

from narrative: Lastly, we plan to pay retentions stipends of \$1,200 for all returning full time staff, \$600 for returning part-time staff and \$150 for returning supplemental positions that do not have a separate position within the district. The district plans to provide these retention stipends for returning staff during the fall semester of the 2022-23, 2023-24 and 2024-25 school years.

Line Item ID: 402-3-0100

**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**

Retention Stipends

**Account Number**

54 E 2790 220 0052 327

**Function Code**

2790 - Other 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**

Transportation Bus Aide SPED Retention Stipend FICA/FICM

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$38**Budgeted Expenditures in SFY 2024** \$77**Total Expenditures** \$115**Status**

Approved

Line Item ID: 402-3-0101

**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**

Retention Stipends

**Account Number**

54 E 2790 250 0052 327

**Function Code**

2790 - Other 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**

Transportation Bus Aide SPED Retention Stipend Unemployment

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$1**Budgeted Expenditures in SFY 2024** \$1**Total Expenditures** \$2**Status**

Approved

Line Item ID: 402-3-0102

**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**

Retention Stipends

**Account Number**

54 E 2790 260 0052 327

**Function Code**

2790 - Other 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**

Transportation Bus Aide SPED Retention Stipend Work Comp

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$2**Budgeted Expenditures in SFY 2024** \$4**Total Expenditures** \$6**Status**

Approved

Line Item ID: 402-3-0103

**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**

Retention Stipends

**Account Number**

54 E 2900 120 0052 327

**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**

Lunch Aide Retention Stipends

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$1,200**Budgeted Expenditures in SFY 2024** \$2,400**Total Expenditures** \$3,600**Status**

Approved

**Line Item Comment from KSDE**

from narrative: Lastly, we plan to pay retentions stipends of \$1,200 for all returning full time staff, \$600 for returning part-time staff and \$150 for returning supplemental positions that do not have a separate position within the district. The district plans to provide these retention stipends for returning staff during the fall semester of the 2022-23, 2023-24 and 2024-25 school years.

Line Item ID: 402-3-0104

**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**

Retention Stipends

**Account Number**

54 E 2900 220 0052 327

**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**

Lunch Aide Retention Stipends FICA/FICM

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$38
<b>Budgeted Expenditures in SFY 2024</b>	\$77
<b>Total Expenditures</b>	<u>\$115</u>

**Status**

Approved

Line Item ID: 402-3-0105

**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**

Retention Stipends

**Account Number**

54 E 2900 250 0052 327

**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**

Lunch Aide Retention Stipends Unemployment

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$1
<b>Budgeted Expenditures in SFY 2024</b>	\$1
<b>Total Expenditures</b>	<u>\$2</u>

**Status**

Approved

Line Item ID: 402-3-0106

**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 Stipends

**Account Number**

54 E 2900 260 0052 327

**Function Code**

2900 - Other Support Services (would include room and board for Special Education 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**

Lunch Aide Retention Stipends Work Comp

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$2**Budgeted Expenditures in SFY 2024** \$4**Total Expenditures** \$6**Status**

Approved

Line Item ID: 402-3-0107

**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**

Retention Stipends

**Account Number**

54 E 3100 120 0052 327

**Function Code**

3100 - Food Service Operations

**Object Code**

120 - Regular Non-Certified Salaries

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Food Service Clerk Retention Stipend

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$1,200**Budgeted Expenditures in SFY 2024** \$2,400**Total Expenditures** \$3,600**Status**

Approved

**Line Item Comment from KSDE**

from narrative: Lastly, we plan to pay retentions stipends of \$1,200 for all returning full time staff, \$600 for returning part-time staff and \$150 for returning supplemental positions that do not have a separate position within the district. The district plans to provide these retention stipends for returning staff during the fall semester of the 2022-23, 2023-24 and 2024-25 school years.

Line Item ID: 402-3-0108

**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**

Retention Stipends

**Account Number**

54 E 3100 220 0052 327

**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**

Food Service Clerk Retention Stipend FICA/FICM

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$38
<b>Budgeted Expenditures in SFY 2024</b>	\$77
<b>Total Expenditures</b>	<u>\$115</u>

**Status**

Approved

Line Item ID: 402-3-0109

**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**

Retention Stipends

**Account Number**

54 E 3100 250 0052 327

**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**

Food Service Clerk Retention Stipend Unemployment

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$1
<b>Budgeted Expenditures in SFY 2024</b>	\$1
<b>Total Expenditures</b>	<u>\$2</u>

**Status**

Approved

Line Item ID: 402-3-0110



**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Retention Stipends

**Account Number**

54 E 3100 260 0052 327

**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**

Food Service Clerk Retention Stipend Work Comp

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$2**Budgeted Expenditures in SFY 2024** \$4**Total Expenditures** \$6**Status**

Approved

Line Item ID: 402-3-0111

**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**

PPE and Cleaning Supplies

**Account Number**

54 E 2670 610 0052 327

**Function Code**

2670 - Safety

**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, Gloves, Masks and other PPE supplies

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$10,000**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$10,000**Status**

Approved

Line Item ID: 402-3-0112

**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**

0.5 FTE Nurses Salary

**Account Number**

54 E 2100 120 0062 327

**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**

0.5 FTE Nurses Salary at the High School Salary

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$24,500**Budgeted Expenditures in SFY 2024** \$32,750**Total Expenditures** \$57,250**Status**

Approved

Line Item ID: 402-3-0113

**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**

0.5 FTE Nurses Salary

**Account Number**

54 E 2100 220 0062 327

**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**

0.5 FTE Nurses Salary at the High School FICA/FICM

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$1,874**Budgeted Expenditures in SFY 2024** \$2,505**Total Expenditures** \$4,379**Status**

Approved

**Line Item Comment from KSDE**

from narrative: ESSER III funds will be used to continue several positions, services and cleaning products that we acquired with ESSER I & II funds. This includes positions and programs targeted at reducing learning lost, including summer school, MTSS specialists and elementary paraprofessional interventionists. Other positions we plan to continue include our 0.5 FTE nurse at Augusta High School and a portion of our 1.5 FTE mental health liaisons. These positions will help keep students and staff both mentally and physically healthy to remain in school throughout the pandemic.

Line Item ID: 402-3-0114

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

0.5 FTE Nurses Salary

**Account Number**

54 E 2100 250 0062 327

**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**

0.5 FTE Nurses Salary at the High School Unemployment

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$25
<b>Budgeted Expenditures in SFY 2024</b>	\$33
<b>Total Expenditures</b>	\$58

**Status**

Approved

Line Item ID: 402-3-0115

**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**

0.5 FTE Nurses Salary

**Account Number**

54 E 2100 260 0062 327

**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**

0.5 FTE Nurses Salary at the High School Work Comp

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$86
<b>Budgeted Expenditures in SFY 2024</b>	\$115
<b>Total Expenditures</b>	\$201

**Status**

Approved

Line Item ID: 402-3-0116

**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**

Mental Health Liaison

**Account Number**

54 E 2130 110 0052 327

**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**

Portion of Mental Health Liaisons Salaries

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$7,000**Budgeted Expenditures in SFY 2024** \$9,500**Total Expenditures** \$16,500**Status**

Approved

**Line Item Comment from KSDE**

This item does not qualify as part of the 20% Learning Loss Set Aside.

from narrative: ESSER III funds will be used to continue several positions, services and cleaning products that we acquired with ESSER I & II funds. This includes positions and programs targeted at reducing learning lost, including summer school, MTSS specialists and elementary paraprofessional interventionists. Other positions we plan to continue include our 0.5 FTE nurse at Augusta High School and a portion of our 1.5 FTE mental health liaisons. These positions will help keep students and staff both mentally and physically healthy to remain in school throughout the pandemic. We have added a full time and part time mental health liaisons through a grant fund that is 75% covered with a 25% match from the district. ESSER funds have helped cover the 25% match. These liaisons have been essential to help students with the emotional toll that pandemic has caused in their lives.

Line Item ID: 402-3-0117

**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**

Mental Health Liaison

**Account Number**

54 E 2130 201 0052 327

**Function Code**

2130 - Health Services

**Object Code**

210 - Group Insurance

**Allowable Use**

10 - Providing mental health services and supports.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Portion of Mental Health Liaisons Salaries Health GAP

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$125**Budgeted Expenditures in SFY 2024** \$200**Total Expenditures** \$325**Status**

Approved

Line Item ID: 402-3-0118

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Mental Health Liaison

**Account Number**

54 E 2130 210 0052 327

**Function Code**

2130 - Health Services

**Object Code**

210 - Group Insurance

**Allowable Use**

10 - Providing mental health services and supports.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Portion of Mental Health Liaisons Salaries Health Care

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$550**Budgeted Expenditures in SFY 2024** \$800**Total Expenditures** \$1,350**Status**

Approved

Line Item ID: 402-3-0119

**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**

Mental Health Liaison

**Account Number**

54 E 2130 220 0052 327

**Function Code**

2130 - Health Services

**Object Code**

220 - Social Security Contributions

**Allowable Use**

10 - Providing mental health services and supports.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Portion of Mental Health Liaisons Salaries FICA/FICM

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$536**Budgeted Expenditures in SFY 2024** \$727**Total Expenditures** \$1,263**Status**

Approved

Line Item ID: 402-3-0120

**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**

Mental Health Liaison

**Account Number**

54 E 2130 250 0052 327

**Function Code**

2130 - Health Services

**Object Code**

260 - Unemployment Compensation

**Allowable Use**

10 - Providing mental health services and supports.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Portion of Mental Health Liaisons Salaries Unemployment

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$7**Budgeted Expenditures in SFY 2024** \$10**Total Expenditures** \$17**Status**

Approved

Line Item ID: 402-3-0121

**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**

Mental Health Liaison

**Account Number**

54 E 2130 260 0052 327

**Function Code**

2130 - Health Services

**Object Code**

270 - Worker's Compensation

**Allowable Use**

10 - Providing mental health services and supports.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Portion of Mental Health Liaisons Salaries Work Comp

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$25**Budgeted Expenditures in SFY 2024** \$34**Total Expenditures** \$59**Status**

Approved

Line Item ID: 402-3-0122

**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**

Greenbush SC Instructional Supports

**Account Number**

54 E 2213 591 0052 327

**Function Code**

2113 - Social Work Services

**Object Code**

591 - Services Purchased from Another LEA or Educational Service Agency Within the State

**Allowable Use**

3 - Providing principals and other school leaders with resources to address individual school needs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Greenbush SC Instructional Supports - Greenbush services were added with ESSER II dollars to provide instructional supports for staff and administrators to close learning gaps created by COVID. Greenbush is a valuable resource for providing the district with guidance on ESSER reporting, planning, and spending requirements.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$15,000**Total Expenditures** \$15,000**Status**

Approved

Line Item ID: 402-3-0123

**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**

Professional Learning - Capturing Kids Hearts

**Account Number**

54 E 2213 330 0052 200

**Function Code**

2113 - Social Work Services

**Object Code**

330 - Professional Employee Training and Development Services

**Allowable Use**

3 - Providing principals and other school leaders with resources to address individual school needs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Professional Learning - Capturing Kids Hearts - Three campus-specific subscriptions for Ewalt, Garfield & Lincoln Elementary schools aimed at supporting staff as we target instructional and relational needs created by the pandemic. This subscription provides comprehensive ongoing support to leaders and staff who have completed Capturing Kids Hearts 1. It focuses on establishing and building stronger relationships in the classroom. It is well known that a professional relationship between student and teacher results in greater learning. Capturing Kids Hearts will allow staff to build stronger relationships with students in order to dive deeper into instruction.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$11,300
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$11,300</u>

**Status**

Approved

Line Item ID: 402-3-0124



**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**

Securly Inc (Formerly Dyknow) Screen Monitoring

**Account Number**

54 E 1000 735 0052 200

**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**

Securly Inc (Formerly Dyknow) Screen Monitoring -Prior to Covid 1-1 devices were at the high school only. As a direct result of COVID, 1-1 devices are needed district-wide. Engagement in online instruction has created new challenges from the engagement standpoint. By adding Dyknow, a screen monitoring software, teacher will have considerably more control of what sites the students are accessing during class while also being able to monitor screens to redirect the students- keeping them engaged and increasing learning. Dyknow will allow for better quality classroom management, which leads to better instruction, less interruptions, and more learning- especially important post-pandemic. This item was previously approved as an ESSER II expense.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$1,500
<b>Budgeted Expenditures in SFY 2024</b>	\$1,500
<b>Total Expenditures</b>	<u>\$3,000</u>

**Status**

Approved

Line Item ID: 402-3-0125

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**iStation Intervention Program  
(reading/math)**Account Number**

54 E 1000 610 0052 327

**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**

iStation Intervention Program (reading/math) - USD 402 has placed a greater focus on intervention in both reading and math at the middle school and the three elementary schools in response to the pandemic. Istation provides valuable curriculum, interventions, and supports for students to reduce learning loss in 2021-22. These materials can also be delivered remotely if needed. This item was previously approved as an ESSER II expense.

iStation is an approved evidence based practice by KSDE. Therefore, it qualifies as part of the 20% allocation that is set aside for student learning loss.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$29,001
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$29,001</u>

**Status**

Approved

Line Item ID: 402-3-0126

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Newsela

**Account Number**

54 E 1000 610 0052 327

**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**

Newsela - The MTSS process is important in any academic year, however, it is clear that MTSS has never been more important when responding to COVID and the learning loss it has created. As a part of the MTSS process in Augusta, the district would like to continue to utilize Newslea, a digital reading software that provides Lexile reading level scores and the program also auto-assigns appropriate reading levels to student users. This item was previously approved as an ESSER II expense.

Newsela is an approved evidence based practice by KSDE. Therefore, it qualifies as part of the 20% allocation that is set aside for student learning loss.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
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<b>Budgeted Expenditures in SFY 2022</b>	\$29,670
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<b>Budgeted Expenditures in SFY 2023</b>	\$29,670
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<b>Budgeted Expenditures in SFY 2024</b>	\$29,670
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<b>Total Expenditures</b>	\$89,010
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**Status**

Approved

**Line Item Comment from KSDE**

Please let us know what subgroups this will target and how it will address a COVID-19 need.

Line Item ID: 402-3-0127

**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**

SeeSaw

**Account Number**

54 E 1000 610 0052 327

**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**

SeeSaw - Elementary learning management system which allows for teachers to communicate with parents to a greater extent and provide uninterrupted instruction and support to students. As we start to gain a better idea of where students educationally, post-pandemic, effective parent communication and student access to instructional materials will be more important than ever. SeeSaw also bridges the gap instructionally for students when on quarantine. This item was previously approved as an ESSER II expense.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$3,300
<b>Budgeted Expenditures in SFY 2023</b>	\$3,300
<b>Budgeted Expenditures in SFY 2024</b>	\$3,300
<b>Total Expenditures</b>	<u>\$9,900</u>

**Status**

Approved

Line Item ID: 402-3-0128

**Allocation Type**

Direct Allocation

**Is 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 Title Reading Specialists

**Account Number**

54 E 1000 110 0052 327

**Function Code**

1000 - Instruction

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Additional Title Reading Specialists Salary

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$51,730
<b>Budgeted Expenditures in SFY 2024</b>	\$72,000
<b>Total Expenditures</b>	<u>\$123,730</u>

**Status**

Approved

Line Item ID: 402-3-0129

**Allocation Type**

Direct Allocation

**Is 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 Title Reading Specialists

**Account Number**

54 E 1000 201 0052 327

**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**

Additional Title Reading Specialists Health GAP

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$624**Budgeted Expenditures in SFY 2024** \$900**Total Expenditures** \$1,524**Status**

Approved

Line Item ID: 402-3-0130

**Allocation Type**

Direct Allocation

**Is 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 Title Reading Specialists

**Account Number**

54 E 1000 210 0052 327

**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**

Additional Title Reading Specialists Health Care

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$5,268**Budgeted Expenditures in SFY 2024** \$8,000**Total Expenditures** \$13,268**Status**

Approved

Line Item ID: 402-3-0131

**Allocation Type**

Direct Allocation

**Is 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 Title Reading Specialists

**Account Number**

54 E 1000 220 0052 327

**Function Code**

1000 - Instruction

**Object Code**

220 - Social Security Contributions

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Additional Title Reading Specialists FICA/FICM

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$3,957**Budgeted Expenditures in SFY 2024** \$5,508**Total Expenditures** \$9,465**Status**

Approved

Line Item ID: 402-3-0132

**Allocation Type**

Direct Allocation

**Is 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 Title Reading Specialists

**Account Number**

54 E 1000 250 0052 327

**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**

Additional Title Reading Specialists Unemployment

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$52**Budgeted Expenditures in SFY 2024** \$72**Total Expenditures** \$124**Status**

Approved

Line Item ID: 402-3-0133

**Allocation Type**

Direct Allocation

**Is 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 Title Reading Specialists

**Account Number**

54 E 1000 260 0052 327

**Function Code**

1000 - Instruction

**Object Code**

270 - Worker's Compensation

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Additional Title Reading Specialists Work Comp

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$181
<b>Budgeted Expenditures in SFY 2024</b>	\$252
<b>Total Expenditures</b>	<u>\$433</u>

**Status**

Approved

# ESSER III APPLICATION FOR D0408

Status  
Approved

## KSDE Application Comments

KSDE has not confirmed the ESEA Evidence level for 20% set aside activities. Each district is responsible for documenting the evidence base and verifying that it meets the Evidence Based criteria as defined in ESEA. Please retain a link to the evidence that you are basing this on and which tiers of evidence it meets for future monitoring. Please see this link for more details <https://ies.ed.gov/ncee/wwc/essa>

## Current Directory Information

<u>District</u>	<u>Address</u>	<u>Mail Address</u>
Marion-Florence	101 N Thorp, Marion, KS 668611125	101 N Thorp, Marion, KS 668611125
<u>Superintendent Name</u>	<u>Superintendent E-mail Address</u>	<u>Superintendent Phone Number</u>
Lee Leiker	lee@usd408.com	(620) 382-2117

## Authorized Representative of the District Information

<u>Name</u>	<u>Position of Title</u>	<u>E-mail Address</u>	<u>Phone Number</u>
Kristi Mercer	Clerk of the Board	mercekri@usd408.com	(620) 382-2117
<u>Other District Representative 1 - Name</u>	<u>Other District Representative 1 - E-mail Address</u>		
Jordan Metro	metrojor@usd408.com		
<u>Other District Representative 2 - Name</u>	<u>Other District Representative 2 - E-mail Address</u>		

## Plan for Safe Return

Please paste a direct link of your school district's safe return plan that is posted on your website.

[https://core-docs.s3.amazonaws.com/documents/asset/uploaded\\_file/1522681/USD\\_408\\_Plan\\_1-19-22\\_BOE\\_\\_Approved\\_\\_1\\_.pdf](https://core-docs.s3.amazonaws.com/documents/asset/uploaded_file/1522681/USD_408_Plan_1-19-22_BOE__Approved__1_.pdf)

## Use of Funds for CDC Guidance

**How will the funds be used to implement prevention and mitigation strategies that are, to the greatest extent practicable, consistent with the most recent CDC guidance on reopening schools, in order to continuously and safely open and operate schools for in-person learning?**

We would like to purchase some new touchless water fountains to help eliminate possible exposure points. We would also like to purchase a couple of additional school buses and an activity bus to allow for social distancing on buses. We would be able to send multiple buses to a sporting event if needed as well as make some of our routes shorter to allow for fewer kids on a bus as well as shortened time on the bus.

We would like to replace our phone and intercom system to allow for better paging into classrooms as well as being able to contact classrooms without sending additional individuals into a room to make contact. This will be beneficial in the case of a quarantined classroom.

To assist with the increased testing and contact tracing that our school nurse does, we would like to hire a part-time nurse to assist with the nurse duties that are being neglected.

## Stakeholder Engagement



Engaging in Meaningful Consultation with Stakeholders (Please describe the ways you meaningfully consulted with each group listed below as part of the development of the district ESSER III Plan)

## **Students**

There are students included in the High School Building Improvement Team. We received feedback from students on what summer learning options were needed at the High School. During parent/teacher conferences in Spring of 2021 and Fall of 2021, students attended the conferences in some cases. They were allowed to contribute to the conference. They described their struggles with learning during the pandemic, especially when they were forced to learn remotely, or were missing school for quarantines. The students helped identify the subjects they struggled the most in, especially when learning remotely.

## **Families**

We sent a survey out to all parents asking for input on the District's response to the pandemic and what they suggested for improvements. All families had the opportunity to respond to the survey. We had 295 responses out of the roughly 350 families that would have received the survey. We received feedback on how online learning went during the initial part of the pandemic and most were agreeable that their children needed to be in the classroom learning new things, not just maintaining what they had already learned. They were also concerned with the safety of the buildings.

We also met with parents through our Building Improvement Team meetings to get more perspectives on how the funds should be spent. Each building had 2 - 5 parents on their Building Improvement Team. Parents at the BIT meetings shared concerns regarding social distancing requirements and learning loss during the online timeframe of the pandemic.

Parents were talked to during the parent/teacher conferences during the pandemic. The Fall conferences were mandatory, and we had high attendance at the Fall 2021 conferences. In some instances, the students were included in the conferences, too. While reviewing test scores from the previous year and the NWEA testing done in Fall 2021, parents shared their concerns with math scores going backwards in some cases or not increasing like you would expect them to from fall 2020 to spring 2021.

## **School and District Administrators including Special Education Administration**

The School and District Administrators met on a weekly basis to determine the needs of the District as it pertained to our ESSER III Plan. We discussed how to improve our facilities to allow for increased social distancing, air flow/ventilation and cleaning. We also discussed the learning loss that had taken place during the pandemic and worked on plans to allow for increased learning opportunities as well as targeting the areas that showed the most consistent learning loss. The group also discussed the need for retention bonuses to encourage our staff to continue working for the District and not leave education due to the added responsibilities we were placing on the staff as well as the health concerns.

School and District Administrators also reached out to their peers in other Districts to gain ideas on how other Districts were putting together their plans and what they were focusing on.

## **Teachers, Principals, School leaders, other Educators, School Staff and their Unions**

Principals met with teachers in their buildings to discuss the needs within each building in regards to improving facilities for social distancing, cleaning, ventilation. They also reviewed test scores to help identify areas of learning loss that could be attributed to the pandemic. Teachers helped plan for summer school learning opportunities that could be offered to focus on the students that suffered the most learning loss and weren't covered by other summer school sessions.

The District School Improvement Team also met several times during the school year to discuss curriculum and ideas on how to address the learning loss as well as identifying curriculum they wanted to recommend to purchase.

## **Tribes**

Even though we do have some Native American Students, the number of families and students who are Native American is relatively small. We did not have any Native American families return our survey. We did visit with the parents and students of these families during Parent/Teacher conferences, and like many of our families, they are concerned about the safety of our schools and disinfecting of surfaces within our schools throughout the day.

## **Civil Rights Organization including Disability Rights Organizations**

We reached out to the Kansas Action for Children to seek feedback regarding suggestions to best meet the needs of students as it relates to their civil rights and the opening of schools for in person education. The Kansas Action for Children representative suggested we focused on the physical infrastructure of our schools to provide clean air and increased disinfecting, to provide as much touchless technology as possible in the daily operation of our schools, to address teacher retention, to focus on student nutrition, to limit visitors by doing virtual governance and communication, and to maintain as much social distancing as possible.

### **Stakeholders representing the interests of children with disabilities, English Learners, children experiencing homelessness, children in foster care, migratory students, children who are incarcerated, and other underserved students**

District Administrator met with the County Health Nurse to formulate plans for what changes needed to be made to our facilities to help mitigate exposure.

We also work closely with our local Families and Communities Together organization as well as local social case workers to determine changes needed to help address the needs of our children in foster care as well as the underserved students in our District. This collaboration was during normal meetings that the Families and Communities Together organization conducted as well as informal conversations with the Director as well as a Prairie View Case Worker that our District works very closely with.

We have worked with our Site Councils to discuss and develop safety strategies and support plans to reopen schools safely and to adjust our educational plans and policies to meet the needs of our various student subgroups. We are working closely with our Special Education Cooperative (MCSEC) to implement strategies for improved learning for our students on IEP's and students with disabilities, while maintaining safe and healthy educational environments. This includes regular meetings with Special Education Teachers, School Psychologists, and Counselors to quickly address needs of special education students and our English Language Learners. In developing our ESSER support plan, we have coordinated with the Marion Police Department to identify homelessness or any incarcerated within our district in order to quickly contact these families and address their personal and educational needs. Most of our foster care students also have an IEP and are part of the group that are benefitting from intervention strategies utilized through special education for safe and supportive schools. Survey data from foster care families and migratory families not on an IEP, have similar concerns with the health and safety of students and will be addressed through strategies and plans that meet the needs of all students within the district.

### **Provide the public the opportunity to provide input and take such input into account**

Administrators and Board Members fielded questions and suggestions from the general public as they were approached at various events or in public settings. While we did not have a formal survey of the public, our administrators and board members have informally requested suggestions and feedback from the general public in their everyday dealings with the community. A large portion of our community are parents and grandparents of the children we serve and included in other stakeholder areas of this survey.

Feedback received included the need to address the learning loss that our students incurred during the pandemic, especially during the timeframe that we were forced to be remote learning. They also have expressed the need to retain quality teachers and staff to help keep a stable learning environment. They also indicated a need to address the mental well being of our students and help address the mental health issues that were created by the pandemic.

### **Use of Funds for Learning Loss Set Aside and The Rest of The Allocation**

**Please briefly describe the impacts of COVID-19 on the district and its Pre-K through 12 students, including any relevant data where possible (e.g., cost impact, learning loss, emotional impact on students). If there has been a disproportionate impact on a special population in the district (e.g., students with disabilities, English Learners, students in foster care, students in poverty, etc.), please describe the impact and provide the number of Pre-K through 12 students in that population.**

USD 408 has approximately 500 students PreK-12 enrolled at two attendance centers. The first attendance center is a PreK-5 building and the second location houses a 6-8 middle school and a 9-12 high school. In March of 2020, the school year abruptly changed due to the coronavirus and the remainder of the 2019-2020 school year was cut short and completed through remote learning. The shortened year and the remote learning did not meet the educational needs of most of the students. The start of the 2020-2021 academic year was delayed due to Covid-19 and the year also was plagued with considerable remote learning for the students. This delay and remote education exacerbated the instructional and educational loss for the students. The 2021-2022 school year was once again tormented with challenges due to the ongoing coronavirus pandemic. There were continual quarantines of both students and staff, low attendance rates, chronic absenteeism, disrupted learning, and significant learning loss.

Our high school ACT scores document continual declining scores in all tested areas. Math scores have fallen from 21.4 in 2018-2019 to 18.8 in 2021-2022. Reading declined from 22.3 in 2018-2019 to 19.5 in 2021-2022. English scores fell from 20.7 in 2018-2019 to 17.3 in 2021-2022. Science scores dropped from 21.2 in 2018-2019 to 19.4 in 2021-2022. STEM scores fell from 21.6 in 2018-2019 to 19.3 in 2021-2022 and the Composite scores went from 21.6 to 18.8 during the same time period. Historically, the ACT scores for district students have either risen or at least been sustained near the 2018-2019 levels and they have never consistently fallen across the board as the data currently shows.

Our NWEA testing data, as well as our FastBridge data from the spring of the 2021-2022 academic year have revealed two areas of concern: The range between the high performing student scores and the low performing student scores has broadened. Also, the number of students scoring in the "some risk" and the "high risk" categories has increased. These two concerns are evident in both reading and math in both the elementary school and the middle school.

**How the LEA will use the funds it reserves under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year? (Provide specific references to evidence-based interventions that meet one of the four tiers of evidence, as defined in Sec. 8101(21) of ESEA)**

We are providing afterschool homework assistance for grades 6-12 one day a week. This allows students to get additional one-on-one assistance if they need assistance. This helps students that are falling behind due to increase absences from being ill or quarantined. It also provides the opportunity for those students that are struggling with concepts in their classes due to learning loss that occurred during the previous two years and is impacting their level of understanding.

We are offering Summer School to the lowest 6-8 students who are not on an IEP in each grade level, grade K-5. We have always had a SPED Summer School, but this will hit the students that are not necessarily low enough to meet having an IEP, but do not meet the levels in the regular education classroom. The students were chosen through Fastbridge data and combined with the needs in each reading and math.

We are also offering a musical theatre summer camp for grades 3-12 to help offset missed opportunities in the fine arts during the past two and a half years.

We are also offering a math summer program for 8th graders going into high school to help them learn algebra to better prepare them for high school math courses. This population has suffered learning loss in math and are not as prepared for the high school math courses.

Over 20% of our ESSER funds will be used to address the negative academic impact that was created by the lost instructional time from Covid-19. We will be purchasing curriculum materials and STEM equipment to address learning loss. We will put a strong focus on core academic areas at all grade levels. We will be providing extra study times outside the school day where teachers will be available to help students regain educational levels that reflect our pre-coronavirus data. We will also provide online opportunities to help students who are struggling with coursework. In order that high school students will have the opportunity to still be on track to graduate as scheduled, we will use ESSER funds to provide credit recovery opportunities for students who need it. We will also be using ESSER funds to hire and train additional aides in order to provide additional one-on-one education for those students who show some of the greatest academic loss through the pandemic. Funds will also be utilized to purchase technology equipment to allow students greater access to the internet in order to access learning tools that will enhance learning outside the regular school day.

**How the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act?**

We will pay a staff retention incentive to encourage our staff members to continue to work in our District. It has become increasingly harder to find teachers and support staff to be willing to work in the education setting due to the ever changing requirements of the pandemic as well as the personal health concerns.

**How the LEA will ensure that the interventions it implements, including but not limited to the interventions under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time, will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students disproportionately impacted by the COVID–19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students.**

Over 20% of our ESSER funds will be used to address the negative academic impact that was created by the lost instructional time from Covid-19. We will be purchasing curriculum materials and STEM equipment to address learning loss. We will put a strong focus on core academic areas at all grade levels. We will be providing extra study times outside the school day where teachers will be available to help students regain educational levels that reflect our pre-coronavirus data. We will also provide online opportunities to help students who are struggling with coursework. In order that high school students will have the opportunity to still be on track to graduate as scheduled, we will use ESSER funds to provide credit recovery opportunities for students who need it. We will also be using ESSER funds to hire and train additional aides in order to provide additional one-on-one education for those students who show some of the greatest academic loss through the pandemic. Funds will also be utilized to purchase technology equipment to allow students greater access to the internet in order to access learning tools that will enhance learning outside the regular school day.

## Allocations

	Direct Allocation	True Up Allocation	Total Allocation		20% Minimum
ESSER III Allocations	\$606,625	\$0	\$606,625	ESSER III Allocations	\$121,325
Approved Total	\$366,244	\$0	\$366,244	Approved Total	\$145,329
Amount Left	\$240,381	\$0	\$240,381	Amount Still Needed	\$0
In Review Total	\$53,882	\$0	\$53,882	In Review Total	\$0
Amount Left	\$186,499	\$0	\$186,499	Amount Still Needed	\$0

## Line Items

ID	Allocation Type	Learning Loss	Function Code	Object Code	Allowable Use	Total Expenditures	Status
408-3-0011	Direct	False	1000	610	12	\$53,882	Task Force Review
408-3-0001	Direct	False	1000	110	4	\$87,500	Approved
408-3-0004	Direct	True	1000	610	12	\$5,036	Approved
408-3-0005	Direct	False	1000	610	12	\$55,822	Approved
408-3-0006	Direct	True	1000	110	4	\$105,067	Approved
408-3-0008	Direct	False	1000	610	7	\$5,593	Approved
408-3-0009	Direct	False	1000	110	4	\$72,000	Approved
408-3-0010	Direct	True	1000	110	4	\$35,226	Approved

## Line Item Details

Line Item ID: 408-3-0011

**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**

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**

We would like to purchase new math curriculum for 6th- 8th grade that will target areas in which our Fastbridge, State Assessments, and local assessments showed our middle school students have fallen behind due to lost instructional time and remote learning time that were a direct result of Covid. The new math curriculum is designed to provide increased remedial and review material, while also progressing students with the essential knowledge to be prepared for each upcoming year. While our data shows overall learning loss in math, our students with IEP's suffered significant loss, which we believe this math curriculum addresses well. Ultimately, this new math curriculum is essential to help us to recover the documented learning loss suffered through the Covid years in order to get middle school students properly prepared to be successful in high school. We already purchased this curriculum for our PK-5th grade, so it will be beneficial to align with our elementary curriculum and build off of what they are using.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$53,882
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$53,882</u>

**Status**

Task Force Review

Line Item ID: 408-3-0001

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSERF

**Account Number**

6510001100000000

**Function Code**

1000 - Instruction

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

4 - Activities to address the unique needs of low-income children, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including outreach and service delivery.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

These expenditures were for retention pay for our staff. We wanted to encourage staff to remain with our District so that we didn't have a high turnover. With the learning loss our students incurred, having a consistent staff would enable us to deliver seamless instruction to address the needs of those students.

Certified Staff - 54 staff \$53,500, paid 12/14/2021

Classified Staff - 40 staff \$34,000, paid 12/20/2021

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$87,500
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$87,500</u>

**Status**

Approved

**Line Item Comment from KSDE**

Justification: Clarification – Please provide additional premium pay information regarding the incentive, the number of staff to be paid (reported in categories if applicable), the premium pay amount(s) and the anticipated payment date.

Line Item ID: 408-3-0004

**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**

ESSERF

**Account Number**

6510001100000000

**Function Code**

1000 - Instruction

**Object Code**

610 - General Supplies and Materials

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

This program is for intensive phonics training for grades 3 - 5. This will help address learning loss that was identified as a result of the pandemic. Utilizing our Fastbridge testing data combined with observations, we identified groups for MTSS that will use this new curriculum. The MTSS groups serve students with disabilities as well as regular education students that are struggling with reading.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$5,036
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$5,036</u>

**Status**

Approved

Line Item ID: 408-3-0005



**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSERF

**Account Number**

6510006100000000

**Function Code**

1000 - Instruction

**Object Code**

610 - General Supplies and Materials

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

The new math curriculum for PK-5th grade was specifically purchased to target areas in which our Fastbridge, State Assessments, and local assessments showed our elementary students have fallen behind due to lost instructional time and remote learning time that were a direct result of Covid. The new math curriculum is designed to provide increased remedial and review material, while also progressing students with the essential knowledge to be prepared for each upcoming year. While our data shows overall learning loss in math, our students with IEP's suffered significant loss, which we believe this math curriculum addresses well. Ultimately, this new math curriculum is essential to help us to recover the documented learning loss suffered through the Covid years in order to get elementary students properly prepared to be successful in middle school and high school.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$55,822
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$55,822</u>

**Status**

Approved

Line Item ID: 408-3-0006

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSERF

**Account Number**

6510001100000000

**Function Code**

1000 - Instruction

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

4 - Activities to address the unique needs of low-income children, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including outreach and service delivery.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Our Fastbridge, State Assessments, and local assessments showed our elementary students have fallen behind due to lost instructional time and remote learning time that were a direct result of Covid. In school year 2021-2022 we added a third section to our fifth grade for that year to help address learning loss that was identified in that specific grade. This grade had overall learning loss but the students with IEP's suffered significant loss. We felt that giving this class a lower teacher to student ratio would help them gain back some of the learning loss they experienced and give them a better chance of being successful in middle school the following year.

In school year 2022-2023, we took that extra teacher and created a Title I Math program to address the learning loss for the elementary students as a whole. Having a Title I teacher that can work with our students that have been identified as having significant loss will give them additional opportunities to overcome the learning loss they experienced during covid. Our low income and students with disabilities make up the majority of our Title I Math students.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$49,864
<b>Budgeted Expenditures in SFY 2023</b>	\$55,203
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$105,067</u>

**Status**

Approved

Line Item ID: 408-3-0008

**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**

ESSERF

**Account Number**

6510006100000000

**Function Code**

1000 - Instruction

**Object Code**

610 - General Supplies and Materials

**Allowable Use**

7 - Purchasing supplies to sanitize and clean LEA and school facilities.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

The District has increased the amount of cleaning and disinfecting in our buildings since the start of the pandemic. This particular item is for the cleaning chemicals we purchased for cleaning during the first semester of SFY2023. This would include disinfectants, hand sanitizer, hand soap and mopping chemicals.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$5,593
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$5,593</u>

**Status**

Approved

Line Item ID: 408-3-0009

**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**

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**

In order to encourage staff to remain with our District to reduce the amount of turnover, we would like to provide a retention pay to our staff. While continuing to address the learning loss our students incurred during the pandemic, it is important to have consistent staff. Having consistent staff will help enable us to deliver seamless instruction for our students.

We would like to make the following payments:

Certified Staff - 43 staff - \$43,000 and anticipate paying this on 6/15/2023

Classified Staff - 33 staff - \$29,000 and anticipate paying this on 6/25/2023

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$72,000
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$72,000</u>

**Status**

Approved

Line Item ID: 408-3-0010

**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**

ESSERF

**Account Number**

6510001100000000

**Function Code**

1000 - Instruction

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

4 - Activities to address the unique needs of low-income children, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including outreach and service delivery.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Our Fastbridge, State Assessments, and local assessments showed our middle students have fallen behind in math and ELA due to lost instructional time and remote learning time that were a direct result of Covid.

In school year 2021-2022 we added a part-time aide position to our middle school staff to help address learning loss that was identified in that age group. This position was added to specifically help students in our lower math and ELA classes. By adding this aide position, we were able to have someone available for those students that suffered learning loss but do not have an IEP to allow them para support. This also gave us the flexibility to have extra support for those with IEPs as well. Our low income and students with disabilities make up the majority of our lower level math and ELA classes. Having an aide available that can work with our students that have been identified as having significant loss will give them additional opportunities to overcome the learning loss they experienced during covid. We utilized this position for 2022-2023 as well.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$17,333
<b>Budgeted Expenditures in SFY 2023</b>	\$17,893
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$35,226</u>

**Status**

Approved

# ESSER III APPLICATION FOR D0420

Status

Approved

## KSDE Application Comments

## Current Directory Information

<u>District</u>	<u>Address</u>	<u>Mail Address</u>
Osage City	520 Main Street, Osage City, KS 665231357	520 Main Street, Osage City, KS 665231357
<u>Superintendent Name</u>	<u>Superintendent E-mail Address</u>	<u>Superintendent Phone Number</u>
Ted Hessong	thessong@usd420.org	(785) 528-3176

## Authorized Representative of the District Information

<u>Name</u>	<u>Position of Title</u>	<u>E-mail Address</u>	<u>Phone Number</u>
Troy Hutton	Superintendent	thutton@usd420.org	(785) 528-3176

<u>Other District Representative 1 - Name</u>	<u>Other District Representative 1 - E-mail Address</u>
Pam Whitmer	pwhitmer@usd420.org

<u>Other District Representative 2 - Name</u>	<u>Other District Representative 2 - E-mail Address</u>
Kyleigh Lohmeyer	klohmeyer@usd420.org

## Plan for Safe Return

Please paste a direct link of your school district's safe return plan that is posted on your website.

[https://docs.google.com/document/d/1\\_sYjjN\\_Z6yh4GaVN149qpV\\_p7CUYjh6ILK75rC6JBX0/view](https://docs.google.com/document/d/1_sYjjN_Z6yh4GaVN149qpV_p7CUYjh6ILK75rC6JBX0/view)

## Use of Funds for CDC Guidance

**How will the funds be used to implement prevention and mitigation strategies that are, to the greatest extent practicable, consistent with the most recent CDC guidance on reopening schools, in order to continuously and safely open and operate schools for in-person learning?**

We 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 for the school year. We have hired an additional nurse, which will be paid for out of ESSER III funds to assist in Covid Tracking. We have also instructed our staff to encourage the practice of hand sanitations and have hand sanitizing stations in nearly every classroom. Our nurse continues to educate staff on the importance of all Covid precautions. We are looking to add a counselor/social worker with ESSER III funds to help support students with all social emotional issues that may arise with Covid-19. USD 420 would also like to provide extended Social Emotional training to staff to support students who have been adversely affected by the Covid Pandemic. We attribute our student success and our ability to remain open last year to following this guidance and we will continue to do so.

At the encouragement of all stakeholders, we have implemented a Test to Stay/Participate program to help our students and staff remain in school. Stakeholders have stated their support for doing whatever necessary to keep "in person learning as much as possible and as safely as possible."

All funds expended in ESSER III will be 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 principals of schools met with students of both the middle school and the high school student councils to discuss the proposed ESSER III plan and to receive their feedback. There were also students who participated in the online community surveys, which were open to any student who wanted to respond. These surveys were sent out via text message and email and posted on the school webpage and Facebook. The following was asked for most from our students:

Educational field trips

1 to 1 student technology

Hands on Learning experiences

Our ESSER III plan has taken into consideration all of these items and provided for them.

## Families

The district conducted a District Site Council Meeting to review the ESSER III plan on September 15, 2021. This meeting consisted of community members including teachers, parents, administrators and Board members and students. This was a productive meeting with positive input to the ESSER Plan. Families were also encouraged to fill out a survey to get their input on how to utilize ESSER III funds to overcome the obstacles and stress of learning in the pandemic era. This was sent to parents, students, and community via text message, email and by posting on our school website. We choose these methods because 95% of our parents report they have wifi at home, 99% a smartphone, and 76% said this was their preferred method of communication. In our initial survey there were 331 responses to the survey. The breakdown included 254 parents, 98 district staff, 24 community members, and 29 student responses. In our most recent survey focusing on sub groups there were 324 responses with 261 parent/guardian. The most requested items of the surveys revealed that this group was most interested in:

Additional after school tutoring programs.

Additional personnel for academic interventions.

Additional instructional materials and resources.

Additional behavioral support intervention.

Professional Development for staff focused on social emotional needs.

Other requested items supported the use of additional personnel for summer learning programs and additional behavior support. The ESSER III Funds will be focused on additional after school tutoring, summer school, intervention curriculum materials, social-emotional support and staff to support these initiatives.

## School and District Administrators including Special Education Administration

All administrators (4) had a hand in developing the ESSER III plan, thus there was approval of the plan. The district also collaborated with our local special education cooperative director to ensure our ESSER III plan supported the needs of all populations of students. They've taken an active role in the process. The three building administrators have contributed their thoughts and ideas as well as expressing the needs of the teachers and students as we expand these funds including consideration for our special population groups. The administration felt the following should have a focus in our ESSER III plan:

Reading Specialist

PreK-12 Social Worker/Counselor

After school tutoring program

Summer school at all levels

Social Emotional support for all levels

Healthy Physical Environment supports: PPE / Cleaning supplies / Air purifiers

These have all been taken into consideration and are part of our ESSER III plan.

## Teachers, Principals, School leaders, other Educators, School Staff and their Unions

The school district worked directly with our teachers in site council meetings and ESSER specific staff meetings. We also provided two surveys (open to all respondents) to address funding needs, look at subgroups, and ensure ESSER funds were meeting the needs of students, community, and staff. Due to the extreme challenge of keeping trained staff members and support staff during the Pandemic, there was unanimous support for premium retention payments to maintain the operations of the school district. This agreement was unanimously agreed by the Board of Education and OCNEA to in August of 2021 for the current year and the 2022-2023 school years to assist in maintaining the current staff. The district also included classified staff to gain input on areas to assist the operations during the pandemic.

There were a variety of opinions. Some ideas of how to expand the money included but were not limited to:

Add another school counselor / social worker to support the social-emotional needs of our students due to the effects of the Pandemic.

Provide additional intervention curriculum.

Provide chromebooks for students for potential remote learning.

Panorama to analyze data for social-emotional and school data.

Poster maker/vinyl cutter/live streaming technology to support development of Covid Safety signage and technology to increase the ability to live stream.

Provide air purifiers in all classroom spaces to improve air quality and reduce transmission.

Provide an additional Preschool Teacher to better social distance classrooms.

Premium retention pay.

Educational field trips and extended learning opportunities.

More staff to work with students 1 on 1 or in small groups.

These have all been taken into consideration and are part of our ESSER III plan.

## **Tribes**

Although the Osage City School District is unaware of any Tribal residents in the community we do have 5 students who identify as Native American in our school information system. These families had the opportunities to attend site council meetings as well as reply to both of our surveys. USD 420 also reached out directly to these families. USD 420 also emailed the Kansas Association of Native American Education and the Native American Affairs. They encouraged us to talk with our local families which we did and also provided us with links to the Native Education Collaborative which encourages LEAs to address issues of equity, learning loss, social-emotional learning needs, and other critical issues. Through these communications the needs most expressed were:

Educational Field Trips

Social Emotional professional development

These have all been taken into consideration and are part of our ESSER III plan.

## **Civil Rights Organization including Disability Rights Organizations**

Contact was made with the Disability Rights Center of Kansas to speak to Mr. Lane Williams. Although we reached out to this organization, we did not get a response. The Kansas Hispanic & Latino American Affairs Commission responded with "I recently met with a group of Latino students who said if they could change one thing at their school, they would add a bilingual counselor." Additionally, we reached out to Adam Burnett, Director of Core Services at the Resource Center for Independent Living in Osage City, for input. The Resource Center for Independent Living (RCIL) is committed to working with individuals, families, and communities to promote independent living and individual choice to persons with disabilities. Remote learning can be a significant barrier, especially for students with disabilities. To help restore some of the progress lost from remote learning, RCIL advocates for and supports efforts to enhance education services for youth with disabilities. Ideas such as:

Additional summer and after school programs.

Additional supports in the classroom.

Increases in behavioral supports.

School health officers.

Assistive technology.

Para-educators to give students with disabilities their best opportunity to achieve success.

Through our ESSER III application, USD 420 plans to incorporate several of the interventions to assist students with disabilities including after school tutoring, summer school programs, and additional health personnel.



## **Stakeholders representing the interests of children with disabilities, English Learners, children experiencing homelessness, children in foster care, migratory students, children who are incarcerated, and other underserved students**

We have collaborated with Three Lakes Cooperative to ensure that all students with disabilities; Kansas Kids @ GEARUP, Michelle Nicholson and TFI, Rachele Roosevelt for students in foster care; Maureen Ruhlman, the KSDE Homeless director, as well as inviting teachers and parents of these students to meetings and to complete two surveys. We also spoke in person to several of our Foster Families who supported the below interventions. Through these communications these representatives felt the following would be beneficial for students:

Summer Programs.

After School Programs.

Social Worker/Counselor

Professional development in trauma informed care

Transportation

1 to 1 student technology (the top request for ELL)

We currently do not have students who are migratory or incarcerated. However, all other groups had respondents and their voices are represented in our ESSER III plan.

## **Provide the public the opportunity to provide input and take such input into account**

The district conducted a District Site Council meeting which was open to the public to review the ESSER III plan on September 15, 2021. To further get input from stakeholders, two community surveys were conducted and posted on the district website to encourage community input. There were 331 responses to the initial survey. The breakdown included 254 parents, 98 district staff, 24 community members, and 29 student responses. In the second survey, 324 people responded with 43 being community patrons. The most requested items of the survey revealed that:

After school tutoring programs.

Additional personnel (social-emotional & instructional).

Additional instructional materials and resources.

Educational field trips.

These have all been taken into consideration and are part of our ESSER III plan.

## **Use of Funds for Learning Loss Set Aside and The Rest of The Allocation**

**Please briefly describe the impacts of COVID-19 on the district and its Pre-K through 12 students, including any relevant data where possible (e.g., cost impact, learning loss, emotional impact on students). If there has been a disproportionate impact on a special population in the district (e.g., students with disabilities, English Learners, students in foster care, students in poverty, etc.), please describe the impact and provide the number of Pre-K through 12 students in that population.**

Osage City United School District began the 2021 school year in session with only remote learning options for students who were quarantined or those who chose to stay home due to the Pandemic. This was a relatively low number of students. The district missed only three days of school during the 2021 school year and that was due to winter weather. Generally, the district operated normally while implementing new procedures due to COVID.

During the school year of 2019-2020 when COVID-19 hit and Governor Kelly of Kansas issued a remote learning policy for all students, the kindergarten students at Osage City Elementary School were remote learners for 2 months (part of March, April, part of May). During the last nine weeks of a regular kindergarten school year, students learn more sight words, write in their journals, learn long vowels and silent e, and read age appropriate books to become fluent level-C readers. However, students were not able to engage in remote learning daily due to parents working, poor internet connections, or no accountability for schools to enforce attendance.

During the 2020-2021 school year, these now first grade students lack multiple basic literacy skills. Although students were given intense interventions through MTSS, they still lacked phonic skills that would allow them to become fluent readers. At the end of their first grade year, 26 students out of 42 students scored in the high-risk category on their AimsWeb Plus assessment for early literacy. Parents were encouraged to send their soon-to-be second graders to Summer STARS (a local summer school program) and Step Up To Second Grade (a local summer reading program for 2nd graders). Eight students attended the Summer STARS program and eleven students attended the Step Up Program. Although their attendance was superb and they did improve on their sight words and reading fluency, these students are not where they should be for starting second grade. Therefore, our second grade teachers will have to begin with first grade materials in order to reinforce literacy skills. If our school is able to provide after-school tutoring in reading for these students and hire community leaders to tutor students during the day, these students should be able to make up the gap they have right now in reading. The district would also like to provide summer school to all grade levels to help bridge the learning loss gap. The district is in search of technology assistance to help track growth of At-Risk students.

The district did take steps to address social-emotional issues and made daily contact with the few students who chose the remote option, but this wasn't a bigger issue than in years prior. 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)**

Program/Strategy: Implement summer enrichment programs and credit recovery services.

Description: Summer enrichment programs would extend the school years for students allowing them more time and opportunities to gain skills they did not master during the pandemic. ES - 9 teachers & 1 driver / HS - 4 teachers & 1 coordinator / MS - 2 teachers (\$2000 per teacher/coordinator) (Bus driver (\$67.30 per day 15 days)

Links to Evidence: 1) On KSDE approved Evidence-Based Practices: Summer School, 2)

<https://www.countyhealthrankings.org/take-action-to-improve-health/what-works-for-health/strategies/summer-learning-programs>, 3) <https://www.wallacefoundation.org/knowledge-center/Documents/Making-Summer-Count-How-Summer-Programs-Can-Boost-Childrens-Learning.pdf>

Budget Requested: \$106,608.00

Program/Strategy: Provide research based after school tutoring & professional learning opportunities and supports for after school tutoring

Description: After school tutoring would allow for small group to 1-to-1 instruction for students who fell behind in basic math skills, phonics skills, and reading fluency during the pandemic. \$25/hr. - 4 hr/wk - ES (8) MS (2) HS (2) (certified staff working on skill deficits not homework completion=\$51,672.00 for salaries plus additional \$15,000 for materials and supplies)

Links to Evidence: 1) On KSDE approved Evidence-Based Practices: Small group instruction / intervention, 2)

<https://bestevidence.org/category/reading/reading-struggling-readers/>, 3)

[http://afterschoolalliance.org/documents/what\\_does\\_the\\_research\\_say\\_about\\_afterschool.pdf](http://afterschoolalliance.org/documents/what_does_the_research_say_about_afterschool.pdf)

Budget Requested: \$66,672.00

Program/Strategy: Reading Specialist

Description: A reading specialist would allow not only support of teachers to help provide better reading instruction but would also allow more individualized and intensive instruction for those students who fell behind in their phonics and reading fluency during the pandemic. School years 2022-23 & 2023-24.

Links to Evidence: 1) On KSDE approved Evidence-Based Practices: Small group instruction / intervention & MTSS, 2)

<https://www.jstor.org/stable/20205047>, 3) [https://ies.ed.gov/ncee/edlabs/regions/southeast/aar/ee\\_01-2021\\_2.asp](https://ies.ed.gov/ncee/edlabs/regions/southeast/aar/ee_01-2021_2.asp)

Budget Requested: \$120,798.00

**How the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act?**

Retention Pay Estimated - May 2023 (negotiated agreement states end of fiscal year) \$212,504.00  
Provide premium retention pay to retain quality teachers and staff who endure extra roles and responsibilities due to the pandemic.

Summer Time Social Emotional PD \$6,754.00  
To provide staff training on social-emotional programs/supports and trauma informed care.

Additional Nurse Staff 2yrs \$49,480.00  
Additional nursing staff needed to handle COVID related protocols

1 to 1 student technology Chromebooks Purchase April 2023 \$38,200.00  
Need to purchase additional chromebooks to achieve 1 to 1 device ratio (1st-12th grades).

Classroom air purifiers (73) \$135,050.00  
To create physically healthy facilities.

Covid Substitute expenses \$10,000  
To pay for the increased need of substitute teachers due to COVID absences.

Live Stream Equipment \$3,300.00  
To give patrons the opportunity to view events from home to support social distancing and other safety protocols due to the pandemic.

Printers: Poster, ID Badge, Vinyl cutter for COVID Signage \$9,300.00  
Needed to print ever changing signage related to COVID and safety protocols.

Educational Field Trips \$15,000.00  
Provide enrichment opportunities that were lost during the pandemic.

Second Step \$2,938.00  
Social-Emotional curriculum PreK-8, cost is the prorated 2 year cost based on a 5 year license.

Raz-Kids \$10,000.00  
To provide online leveled readers in K-5 classrooms to address learning loss.

Panorama \$64,000.00  
A PreK-12 program will allow for the identification of academic and social-emotional needs through the consolidation and aggregating of all of our assessment data, local & state academic assessments as well as Panorama and local social-emotional data. Then this data can then be used to provide targeted interventions for learning loss and social-emotional needs and to monitor effectiveness.

Math On-line Curriculum (Big Ideas Math: grades 6-8) to support at home learning \$15,000.00  
Will allow for online access when students are quarantined and will address learning loss by being the most current version aligned to state standards. Is a research based curriculum.

Reading On-line Curriculum (Amplify: grade 6-8) \$15,000.00  
Will allow for online access when students are quarantined and will address learning loss by being the most current version aligned to state standards. It also is a research based curriculum and our current one is not.

Provide an additional counselor to assist with social/emotional needs of students. \$120,798.00  
An additional counselor would allow us to provide more social emotional care and supports for students who have been struggling since the pandemic.

Additional Preschool Teacher \$110,034.00  
An additional preschool classroom will allow us to; maintain a low student to teacher ratio, support social distancing and service more students who had to be turned away or whose parents didn't send them during COVID resulting in them having lower school readiness scores (learning loss).

Supplies and PPE equipment to sanitize school facilities \$5,000.00

**How the LEA will ensure that the interventions it implements, including but not limited to the interventions under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time, will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students disproportionately impacted by the COVID-19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students.**

Our ESSER III Plan was developed collaboratively with key stakeholders in our community including; state agencies (KSDE, Kansas Association of Native American Education, Native American Affairs, The Resource Center for Independent Living (RCIL), Kansas Kids @ GEARUP, Disability Rights Center of Kansas, and The Kansas Hispanic & Latino American Affairs Commission) , our local special education cooperative, our education service center, staff, administration, students, parents and community members. 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. These stakeholders were consulted with during all stages of planning; before to gather input and during and after to provide feedback.

USD 420 will gauge the effectiveness of the initiatives, personnel, programs, and materials purchased through ESSER III funds as it relates to learning loss and social-emotional well being by administering a variety of local and state assessments, using staff observation and feedback, tracking and monitoring at-risk factors such as attendance rates, office referrals, and student improvement team (SIT) referrals, and continue engagement with all stakeholders; students, families, faculty, and community patrons. Local and state assessment we will use include but are not limited to: Aimsweb, FastBridge, QPS, and PAST for academic progress monitoring; State Assessments and ACT for academic summative information; FastBridge and Panorama for social emotional progress monitoring as well as the Kansas Communities That Cares survey data for holistic social emotional data. This data will be vital in personalizing what supports we use with our students individually as well as in evaluating the effectiveness of initiatives, personnel, programs, and materials so that we can add, remove, and / or make adjustments as we go.

## Allocations

	Direct Allocation	True Up Allocation	Total Allocation		20% Minimum
ESSER III Allocations	\$1,116,436	\$0	\$1,116,436	ESSER III Allocations	\$223,288
Approved Total	\$885,632	\$0	\$885,632	Approved Total	\$294,078
Amount Left	\$230,804	\$0	\$230,804	Amount Still Needed	\$0
In Review Total	\$42,945	\$0	\$42,945	In Review Total	\$0
Amount Left	\$187,859	\$0	\$187,859	Amount Still Needed	\$0

## Line Items

ID	Allocation Type	Learning Loss	Function Code	Object Code	Allowable Use	Total Expenditures	Status
420-3-0050	Direct	False	1000	640	12	\$42,945	Task Force Review
420-3-0001	Direct	True	1000	110	11A	\$96,000	Approved
420-3-0002	Direct	True	1000	120	11A	\$3,030	Approved
420-3-0003	Direct	True	1000	220	11A	\$7,578	Approved
420-3-0004	Direct	True	1000	110	11B	\$48,000	Approved
420-3-0005	Direct	True	1000	220	11B	\$3,672	Approved
420-3-0006	Direct	True	1000	600	11B	\$15,000	Approved
420-3-0007	Direct	True	1000	110	16	\$100,000	Approved
420-3-0008	Direct	True	1000	210	16	\$13,148	Approved
420-3-0009	Direct	True	1000	220	16	\$7,650	Approved
420-3-0010	Direct	False	1000	110	16	\$100,000	Approved
420-3-0011	Direct	False	1000	210	16	\$13,148	Approved
420-3-0012	Direct	False	1000	220	16	\$7,650	Approved
420-3-0013	Direct	False	1000	120	16	\$33,750	Approved
420-3-0014	Direct	False	1000	210	16	\$13,148	Approved
420-3-0015	Direct	False	1000	220	16	\$2,582	Approved
420-3-0017	Direct	False	1000	736	9	\$38,200	Approved
420-3-0018	Direct	False	1000	730	13	\$3,300	Approved
420-3-0019	Direct	False	1000	730	13	\$9,300	Approved
420-3-0020	Direct	False	1000	640	10	\$2,938	Approved
420-3-0022	Direct	False	1000	640	12	\$10,000	Approved
420-3-0023	Direct	False	1000	640	12	\$15,000	Approved
420-3-0024	Direct	False	1000	110	16	\$90,000	Approved
420-3-0025	Direct	False	1000	210	16	\$13,148	Approved
420-3-0026	Direct	False	1000	220	16	\$6,886	Approved
420-3-0027	Direct	False	1000	110	16	\$39,200	Approved
420-3-0028	Direct	False	1000	220	16	\$2,999	Approved
420-3-0029	Direct	False	1000	110	16	\$14,000	Approved
420-3-0030	Direct	False	1000	220	16	\$1,071	Approved
420-3-0031	Direct	False	1000	110	16	\$30,800	Approved

420-3-0032	Direct	False	1000	220	16	\$2,357	Approved
420-3-0033	Direct	False	1000	110	16	\$5,600	Approved
420-3-0034	Direct	False	1000	220	16	\$429	Approved
420-3-0035	Direct	False	1000	120	16	\$9,800	Approved
420-3-0036	Direct	False	1000	220	16	\$750	Approved
420-3-0037	Direct	False	1000	120	16	\$9,800	Approved
420-3-0038	Direct	False	1000	220	16	\$750	Approved
420-3-0039	Direct	False	1000	120	16	\$11,200	Approved
420-3-0040	Direct	False	1000	220	16	\$857	Approved
420-3-0041	Direct	False	1000	120	16	\$22,400	Approved
420-3-0042	Direct	False	1000	220	16	\$1,714	Approved
420-3-0043	Direct	False	1000	110	16	\$14,000	Approved
420-3-0044	Direct	False	1000	220	16	\$1,071	Approved
420-3-0045	Direct	False	1000	120	16	\$40,600	Approved
420-3-0046	Direct	False	1000	220	16	\$3,106	Approved
420-3-0047	Direct	False	1000	618	7	\$5,000	Approved
420-3-0048	Direct	False	1000	640	12	\$15,000	Approved
420-3-0049	Direct	False	1000	730	14	\$24,331	Disapproved

## Line Item Details

Line Item ID: 420-3-0050

**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**

On-Line Curriculum

**Account Number**

85170

**Function Code**

1000 - Instruction

**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**

Osage City High School would like to purchase Study Sync reading curriculum for grades 9-12. Due to our reading test scores from the Covid pandemic, this resource provides differentiation and accelerated instruction for every learner. This type of curriculum will help teacher instruction by utilizing correct resources to students who have had a loss of learning. This curriculum provides digital scaffolding for students for all different types of learning. Study Sync is tailored to each student's level which will help aid in specific learning needs due to the Covid pandemic.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
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<b>Budgeted Expenditures in SFY 2022</b>	\$0
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<b>Budgeted Expenditures in SFY 2023</b>	\$0
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<b>Budgeted Expenditures in SFY 2024</b>	\$42,945
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<b>Total Expenditures</b>	\$42,945
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**Status**

Task Force Review

**Line Item Comment from KSDE**

New Line Item

Line Item ID: 420-3-0001



**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 Salary

**Account Number**

85150

**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**

Cover additional salaries for certified staff associated with planning and implementing summer school programs. Summer enrichment programs would extend the school years for students allowing them more time and opportunities to gain skills they did not master during the pandemic. (Elementary - 9 teachers) (High School - 4 teachers & 1 coordinator) (Middle School - 2 teachers) (\$2000 per teacher/coordinator)

<b>Budgeted Expenditures in SFY 2021</b>	\$0
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<b>Budgeted Expenditures in SFY 2022</b>	\$32,000
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<b>Budgeted Expenditures in SFY 2023</b>	\$32,000
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<b>Budgeted Expenditures in SFY 2024</b>	\$32,000
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<b>Total Expenditures</b>	\$96,000
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**Status**

Approved

Line Item ID: 420-3-0002

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Classified Salary

**Account Number**

85155

**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**

Cover additional salaries for classified staff associated with planning and implementing summer school programs. (bus driver \$67.30 per day for 15 days)

<b>Budgeted Expenditures in SFY 2021</b>	\$0
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<b>Budgeted Expenditures in SFY 2022</b>	\$1,010
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<b>Budgeted Expenditures in SFY 2023</b>	\$1,010
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<b>Budgeted Expenditures in SFY 2024</b>	\$1,010
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<b>Total Expenditures</b>	\$3,030
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**Status**

Approved

Line Item ID: 420-3-0003

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

FICA

**Account Number**

85160

**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**

Cover additional salary expense for certified and classified staff associated with planning and implementing summer school programs. (Social Security Contributions)

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$2,526
<b>Budgeted Expenditures in SFY 2023</b>	\$2,526
<b>Budgeted Expenditures in SFY 2024</b>	\$2,526
<b>Total Expenditures</b>	<u>\$7,578</u>

**Status**

Approved

Line Item ID: 420-3-0004

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Certified Salary

**Account Number**

85150

**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**

Cover additional salary expense for certified staff associated with planning and implementing supplemental after-school programs. After school tutoring would allow for small group to 1-to-1 instruction for students who fell behind in basic math skills, phonics skills, and reading fluency during the pandemic. (\$25/hr. - 4 hr/wk - 20 weeks) - Elementary (8) Middle School (2) High School (2)

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$24,000
<b>Budgeted Expenditures in SFY 2023</b>	\$24,000
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$48,000</u>

**Status**

Approved

Line Item ID: 420-3-0005

**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**

FICA

**Account Number**

85160

**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**

Cover additional salary expense for certified staff associated with planning and implementing supplemental after-school programs. (Social Security Contributions)

<b>Budgeted Expenditures in SFY 2021</b>	\$0
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<b>Budgeted Expenditures in SFY 2022</b>	\$1,836
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<b>Budgeted Expenditures in SFY 2023</b>	\$1,836
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<b>Budgeted Expenditures in SFY 2024</b>	\$0
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<b>Total Expenditures</b>	<u>\$3,672</u>
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**Status**

Approved

Line Item ID: 420-3-0006

**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**

Teaching Supplies

**Account Number**

85165

**Function Code**

1000 - Instruction

**Object Code**

600 - SUPPLIES AND MATERIALS

**Allowable Use**

11B - Planning and implementing supplemental after-school programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Cover supplemental after-school program expenses associated with additional learning materials to address specific needs created by or as result of the pandemic.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
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<b>Budgeted Expenditures in SFY 2022</b>	\$7,500
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<b>Budgeted Expenditures in SFY 2023</b>	\$7,500
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<b>Budgeted Expenditures in SFY 2024</b>	\$0
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<b>Total Expenditures</b>	<u>\$15,000</u>
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**Status**

Approved

Line Item ID: 420-3-0007

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Certified Salary

**Account Number**

85150

**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**

A reading specialist would allow not only support of teachers to help provide better reading instruction but would also allow more individualized and intensive instruction for those students who fell behind in their phonics and reading fluency during the pandemic. School years 2022-23 & 2023-24 / work intensively with the lowest students K-12

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$50,000
<b>Budgeted Expenditures in SFY 2023</b>	\$50,000
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$100,000</u>

**Status**

Approved

Line Item ID: 420-3-0008

**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**

BCBS Employee Contribution

**Account Number**

85195

**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**

Cover additional salary expense for certified staff associated with hiring a reading specialist.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$6,574
<b>Budgeted Expenditures in SFY 2023</b>	\$6,574
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$13,148</u>

**Status**

Approved

Line Item ID: 420-3-0009

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

FICA

**Account Number**

85160

**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**

Cover additional salary expense for certified staff associated with hiring a reading specialist.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$3,825**Budgeted Expenditures in SFY 2023** \$3,825**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$7,650**Status**

Approved

Line Item ID: 420-3-0010

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Certified Salary

**Account Number**

85150

**Function Code**

1000 - Instruction

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Additional Counselor/Social Worker - An additional counselor would allow us to provide more social emotional care and supports for students who have been struggling since the pandemic. School years 2022-23 &amp; 2023-24 / implement social emotional curriculum &amp; meet with students/student groups

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$50,000**Budgeted Expenditures in SFY 2023** \$50,000**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$100,000**Status**

Approved

Line Item ID: 420-3-0011

**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**

BCBS Employee Contribution

**Account Number**

85195

**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**

Cover additional salary expense for certified staff associated with hiring an additional counselor/social worker.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$6,574
<b>Budgeted Expenditures in SFY 2023</b>	\$6,574
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$13,148</u>

**Status**

Approved

Line Item ID: 420-3-0012

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

FICA

**Account Number**

85160

**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**

Cover additional salary expense for certified staff associated with hiring an additional counselor/social worker.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$3,825
<b>Budgeted Expenditures in SFY 2023</b>	\$3,825
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$7,650</u>

**Status**

Approved

Line Item ID: 420-3-0013

**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**

Classified Salary

**Account Number**

85155

**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 Nurse Staff - Additional nursing staff needed to handle COVID related protocols

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$16,875
<b>Budgeted Expenditures in SFY 2023</b>	\$16,875
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$33,750</u>

**Status**

Approved

Line Item ID: 420-3-0014

**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**

BCBS Employee Contribution

**Account Number**

85195

**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**

Cover additional salary expense for classified staff associated with hiring an assistant nurse.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$6,574
<b>Budgeted Expenditures in SFY 2023</b>	\$6,574
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$13,148</u>

**Status**

Approved

Line Item ID: 420-3-0015

**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**

FICA

**Account Number**

85160

**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**

Cover additional salary expense for classified staff associated with hiring an assistant nurse.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$1,291
<b>Budgeted Expenditures in SFY 2023</b>	\$1,291
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$2,582</u>

**Status**

Approved

Line Item ID: 420-3-0017

**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**

Educational Technology

**Account Number**

85175

**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 educational technology including hardware and software. Purchasing 125 chromebooks and software licenses to achieve 1 to 1 device ratio to ensure all students have available technology for quarantine due to the Covid Pandemic. (Chromebooks \$275.00 each - Google Chrome OS Management Console academic license \$30.60 each)

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$38,200
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$38,200</u>

**Status**

Approved

Line Item ID: 420-3-0018



**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**

Facility Repair Improvements

**Account Number**

85180

**Function Code**

1000 - Instruction

**Object Code**

730 - Equipment

**Allowable Use**

13 - School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Purchase live stream equipment to give patrons the opportunity to view events from home to support social distancing and other safety protocols due to the pandemic. This equipment will be utilized by students involved in an audio/visual club as a real world student learning experience to assist those individuals who are unable to attend activities due to the Covid-19 Pandemic.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$3,300
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$3,300</u>

**Status**

Approved

**Line Item Comment from KSDE**

This line item expense does not have a student learning and pandemic connection. Provide information on how this expenditure has an impact on student learning.

Line Item ID: 420-3-0019

**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**

Facility Repair Improvements

**Account Number**

85180

**Function Code**

1000 - Instruction

**Object Code**

730 - Equipment

**Allowable Use**

13 - School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Purchase poster printer, ID Badge printer and vinyl cutter needed to print everchanging signage related to COVID and pandemic safety protocols.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$9,300
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$9,300</u>

**Status**

Approved

**Line Item Comment from KSDE**

This requires prior approval with the Equipment Purchase Form this can be found at Form 9-311-166 (ksde.org)

Line Item ID: 420-3-0020

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Social Emotional Curriculum

**Account Number**

85185

**Function Code**

1000 - Instruction

**Object Code**

640 - Books and Periodicals

**Allowable Use**

10 - Providing mental health services and supports.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Purchase Second Step which is a Social-Emotional curriculum PreK-8, cost is the prorated 2 year cost based on a 5 year license. Children need social and emotional competence in order to be more successful in school and correct any learning loss that has occurred. Social-emotional competence leads to improved relationships and increased school connectedness, which all provide powerful support for academic success. The Second Step curriculum nurtures children's social-emotional competence and foundational learning skills, therefore allowing them to be more successful academically. We feel that this would be incredibly beneficial for our students.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$1,469
<b>Budgeted Expenditures in SFY 2023</b>	\$1,469
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	\$2,938

**Status**

Approved

Line Item ID: 420-3-0022

**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**

On-line Curriculum

**Account Number**

85170

**Function Code**

1000 - Instruction

**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**

Purchase Raz-Kids which provides online leveled readers in K-5 classrooms to address learning loss due to the pandemic.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$5,000
<b>Budgeted Expenditures in SFY 2023</b>	\$5,000
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	\$10,000

**Status**

Approved

Line Item ID: 420-3-0023

**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**

Online Curriculum

**Account Number**

85170

**Function Code**

1000 - Instruction

**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**

Purchase math online curriculum (Big Ideas Math: grades 6-8) to support at home learning. Will allow for online access when students are quarantined and will address learning loss by being the most current version aligned to state standards. Is a research based curriculum. \*prorated cost ( 6 year contract for \$45,000 -  $45000/6 = \$7500$  per year)

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$7,500
<b>Budgeted Expenditures in SFY 2023</b>	\$7,500
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$15,000</u>

**Status**

Approved

Line Item ID: 420-3-0024

**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**

Certified Salary

**Account Number**

85150

**Function Code**

1000 - Instruction

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Additional Certified Preschool Teacher - An additional preschool classroom will allow us to maintain a low student to teacher ratio, support social distancing and service more students who had to be turned away or whose parents didn't send them during COVID resulting in them having lower school readiness scores (learning loss).

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$45,000
<b>Budgeted Expenditures in SFY 2023</b>	\$45,000
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$90,000</u>

**Status**

Approved

Line Item ID: 420-3-0025

**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**

BCBS Employee Contribution

**Account Number**

85195

**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**

Cover additional salary expense for certified staff associated with hiring an additional Preschool Teacher

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$6,574**Budgeted Expenditures in SFY 2023** \$6,574**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$13,148**Status**

Approved

Line Item ID: 420-3-0026

**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**

FICA

**Account Number**

85160

**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**

Cover additional salary expense for certified staff associated with hiring an additional Preschool Teacher

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$3,443**Budgeted Expenditures in SFY 2023** \$3,443**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$6,886**Status**

Approved

Line Item ID: 420-3-0027

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Certified Salary

**Account Number**

85150

**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 28 licensed elementary teaching staff to retain experienced, trained teachers necessary to maintain the operation and continuity of our adopted programs as well as to deflect further learning loss due to Covid-19. USD 420 Board Approved on August 11, 2021, anticipated pay out date is end of the 2023 fiscal year.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$39,200
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$39,200</u>

**Status**

Approved

Line Item ID: 420-3-0028

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

FICA

**Account Number**

85160

**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**

Cover additional salary expense for certified elementary teachers Premium Retention Pay. USD 420 Board Approved on August 11, 2021, anticipated pay out date is end of the 2023 fiscal year.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$2,999
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$2,999</u>

**Status**

Approved

Line Item ID: 420-3-0029

**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**

Certified Salary

**Account Number**

85150

**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 10 licensed middle school teaching staff to retain experienced, trained teachers necessary to maintain the operation and continuity of our adopted programs as well as to deflect further learning loss due to Covid-19. USD 420 Board Approved on August 11, 2021, anticipated pay out date is end of the 2023 fiscal year.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$14,000
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$14,000</u>

**Status**

Approved

Line Item ID: 420-3-0030

**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**

FICA

**Account Number**

85160

**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**

Cover additional salary expense for certified middle school teachers Premium Retention Pay. USD 420 Board Approved on August 11, 2021, anticipated pay out date is end of the 2023 fiscal year.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$1,071
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$1,071</u>

**Status**

Approved

Line Item ID: 420-3-0031

**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**

Certified Salary

**Account Number**

85150

**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 22 licensed high school teaching staff to retain experienced, trained teachers necessary to maintain the operation and continuity of our adopted programs as well as to deflect further learning loss due to Covid-19. USD 420 Board Approved on August 11, 2021, anticipated pay out date is end of the 2023 fiscal year.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$30,800
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$30,800</u>

**Status**

Approved

Line Item ID: 420-3-0032

**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

**Account Number**

85160

**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**

Cover additional salary expense for certified high school teachers Premium Retention Pay. USD 420 Board Approved on August 11, 2021, anticipated pay out date is end of the 2023 fiscal year.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$2,357
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$2,357</u>

**Status**

Approved

Line Item ID: 420-3-0033



**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**

Certified Salary

**Account Number**

85150

**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 4 experienced building level administrators to continue successful implementation of adopted Covid-19 mitigation protocols as well as academic measures designed to offset learning loss due to Covid-19. USD 420 Board Approved on August 11, 2021, anticipated pay out date is end of the 2023 fiscal year.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$5,600
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$5,600</u>

**Status**

Approved

Line Item ID: 420-3-0034

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

FICA

**Account Number**

85160

**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**

Cover additional salary expense for administrators Premium Retention Pay. USD 420 Board Approved on August 11, 2021, anticipated pay out date is end of the 2023 fiscal year.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$429
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$429</u>

**Status**

Approved

Line Item ID: 420-3-0035

**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 Salary

**Account Number**

85155

**Function Code**

1000 - Instruction

**Object Code**

120 - Regular Non-Certified Salaries

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Premium Retention Pay for building level meal preparation and 7 Nutrition staff who are trained in planning and implementing Covid-19 protocols for the safety of students and staff. USD 420 Board Approved on August 11, 2021, anticipated pay out date is end of the 2023 fiscal year.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$9,800
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$9,800</u>

**Status**

Approved

Line Item ID: 420-3-0036

**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**

FICA

**Account Number**

85160

**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**

Cover additional salary expense for nutrition staff Premium Retention Pay. USD 420 Board Approved on August 11, 2021, anticipated pay out date is end of the 2023 fiscal year.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$750
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$750</u>

**Status**

Approved

Line Item ID: 420-3-0037

**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**

Classified Salary

**Account Number**

85155

**Function Code**

1000 - Instruction

**Object Code**

120 - Regular Non-Certified Salaries

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Premium Retention Pay for 7 district transportation staff who are trained in planning and implementing Covid-19 protocols for the safety of students and staff. USD 420 Board Approved on August 11, 2021, anticipated pay out date is end of the 2023 fiscal year.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$9,800
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$9,800</u>

**Status**

Approved

Line Item ID: 420-3-0038

**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

**Account Number**

85160

**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**

Cover additional salary expense for district transportation staff Premium Retention Pay. USD 420 Board Approved on August 11, 2021, anticipated pay out date is end of the 2023 fiscal year.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$750
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$750</u>

**Status**

Approved

Line Item ID: 420-3-0039

**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**

Classified Salary

**Account Number**

85155

**Function Code**

1000 - Instruction

**Object Code**

120 - Regular Non-Certified Salaries

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Premium Retention Pay for 8 district level maintenance staff who are trained in planning and implementing Covid-19 protocols for the safety of students and staff. USD 420 Board Approved on August 11, 2021, anticipated pay out date is end of the 2023 fiscal year.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$11,200
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$11,200</u>

**Status**

Approved

Line Item ID: 420-3-0040

**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

**Account Number**

85160

**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**

Cover additional salary expense for district maintenance staff Premium Retention Pay. USD 420 Board Approved on August 11, 2021, anticipated pay out date is end of the 2023 fiscal year.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$857
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$857</u>

**Status**

Approved

Line Item ID: 420-3-0041

**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**

Classified Salary

**Account Number**

85155

**Function Code**

1000 - Instruction

**Object Code**

120 - Regular Non-Certified Salaries

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Premium Retention Pay for 16 classified staff to retain experienced, trained support personnel necessary to maintain the operation and continuity of our adopted programs as well as to deflect further learning loss due to Covid-19. USD 420 Board Approved on August 11, 2021, anticipated pay out date is end of the 2023 fiscal year.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$22,400
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$22,400</u>

**Status**

Approved

Line Item ID: 420-3-0042

**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**

FICA

**Account Number**

85160

**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**

Cover additional salary expense for district classified support staff Premium Retention Pay. USD 420 Board Approved on August 11, 2021, anticipated pay out date is end of the 2023 fiscal year.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$1,714
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$1,714</u>

**Status**

Approved

Line Item ID: 420-3-0043

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Certified Salary

**Account Number**

85150

**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 10 licensed student support staff to retain experienced, trained support personnel necessary to maintain the operation and continuity of our adopted programs as well as to deflect further learning loss due to Covid-19. USD 420 Board Approved on August 11, 2021, anticipated pay out date is end of the 2023 fiscal year.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$14,000
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$14,000</u>

**Status**

Approved

Line Item ID: 420-3-0044

**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**

FICA

**Account Number**

85160

**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**

Cover additional salary expense for district licensed student support staff Premium Retention Pay. USD 420 Board Approved on August 11, 2021, anticipated pay out date is end of the 2023 fiscal year.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$1,071
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$1,071</u>

**Status**

Approved

Line Item ID: 420-3-0045

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Classified Salary

**Account Number**

851555

**Function Code**

1000 - Instruction

**Object Code**

120 - Regular Non-Certified Salaries

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Premium Retention Pay for 29 paraeducators who are trained and experienced in the programs adopted by our district to offset the learning loss due to Covid-19. USD 420 Board Approved on August 11, 2021, anticipated pay out date is end of the 2023 fiscal year.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$40,600
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$40,600</u>

**Status**

Approved

Line Item ID: 420-3-0046

**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**

FICA

**Account Number**

85160

**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**

Cover additional salary expense for paraeducator staff Premium Retention Pay. USD 420 Board Approved on August 11, 2021, anticipated pay out date is end of the 2023 fiscal year.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$3,106
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$3,106</u>

**Status**

Approved

Line Item ID: 420-3-0047

**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**

Supplies/PPE

**Account Number**

85190

**Function Code**

1000 - Instruction

**Object Code**

618 - Cleaning Supplies and Chemicals

**Allowable Use**

7 - Purchasing supplies to sanitize and clean LEA and school facilities.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Purchase supplies and personal protective equipment to mitigate the virus within school buildings.

**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**

Approved

Line Item ID: 420-3-0048

**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**

On-line Curriculum

**Account Number**

85170

**Function Code**

1000 - Instruction

**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**

Purchase reading online research based curriculum (grades 6-8) (Amplify) - Will allow for online access when students are quarantined and will address learning loss by being the most current version aligned to state standards.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$7,500**Budgeted Expenditures in SFY 2023** \$7,500**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$15,000**Status**

Approved

Line Item ID: 420-3-0049



**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**

Facility Repair Improvements

**Account Number**

85180

**Function Code**

1000 - Instruction

**Object Code**

730 - Equipment

**Allowable Use**

14 - Inspection, testing, maintenance, repair, replacement and upgrade projects to improve the indoor air quality in school facilities.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Keeping our students and educators in the classroom through technology.

Pairing Camera Surveillance, Access Control, and Air Quality Sensors, the Avigilon Control Center will assist our schools in operating safely and in compliance with local health and safety guidelines. This is accomplished by deploying powerful video analytics for occupancy counting, social distancing, no face mask detection and air quality monitoring sensors for a proactive approach to preventing COVID in our schools.

The first line of defense is the Air Quality Sensors. They detect five key factors that make up the Health Index which can be used to identify the risk level of spreading infectious diseases. By implementing air quality sensors in our school district, we can stay on top of air-management within our buildings and keep our students healthy and in the classroom. The Health Index monitors five key factors: Carbon Dioxide, Particulate, Humidity, Volatile Organic Compounds and Nitrogen Dioxide in the air. The Health Index data allows us to capture complete air quality awareness and take a proactive approach to remediation.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$24,331
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	\$24,331

**Status**

Disapproved

**Line Item Comment from KSDE**

This is not an allowable use of ESSER funds.

# ESSER III APPLICATION FOR D0422

Status  
Approved

## KSDE Application Comments

## Current Directory Information

<u>District</u>	<u>Address</u>	<u>Mail Address</u>
Kiowa County	710 S. Main St., Greensburg, KS 67054	710 S. Main Street, Greensburg, KS 67054
<u>Superintendent Name</u>	<u>Superintendent E-mail Address</u>	<u>Superintendent Phone Number</u>
Mark Clodfelter	mclodfelter@usd422.org	(620) 723-2145

## Authorized Representative of the District Information

<u>Name</u>	<u>Position of Title</u>	<u>E-mail Address</u>	<u>Phone Number</u>
Mark Clodfelter	Superintendent	mclodfelter@usd422.org	(620) 723-2145

## 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.usd422.org/vnews/display.v/ART/60d154da8bb96>

## 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?**

â€¢Students benefit from in-person learning, and safely returning to in-person instruction in the fall 2021 is a priority. --Our goal at Kiowa County is to keep our students in the building and in the classrooms learning. This year we are adding a custodial staff member to help in the cleaning process.

â€¢Vaccination is the leading public health prevention strategy to end the COVID-19 pandemic. Promoting vaccination can help schools safely return to in-person learning as well as extracurricular activities and sports.

â€¢CDC recommends schools maintain at least 3 feet of physical distance between students within classrooms to reduce transmission risk. When it is not possible to maintain a physical distance of at least 3 feet, such as when schools cannot fully re-open while maintaining these distances, it is especially important to layer multiple other prevention strategies, such as screening testing.

--In the spirit of attempting to keep a 3-foot physical distance, we have split our larger classes. This has caused a need for more classrooms. In addition to more classrooms, we have moved our 21st century Learning Academy off site to create a safe testing location. This, along with many other changes, has placed an additional financial burden on the district.

â€¢Screening testing, ventilation, handwashing and respiratory etiquette, staying home when sick and getting tested, contact tracing in combination with quarantine and isolation, and cleaning and disinfection are also important layers of prevention to keep schools safe.

--At USD 422, we have implemented a robust COVID-19 testing protocol that supports safe, in-person learning and activities, providing protection for students, teachers, and staff, while slowing the spread of COVID-19 in the community.

--Along with a state-of-the-art temperature monitoring system upon building entrance, Kiowa County Schools has a full-time Registered Nurse whose sole job is to monitor the health and safety of our students and staff. We also have multiple hand sanitizer stations throughout the district. USD 422 has completed the necessary steps to be able to administer COVID-19 tests

in the building.

In addition to intentional cleaning by our custodians, we have put air purifiers in all of the rooms that have shown to be at risk of being or becoming a COVID-19 hot spot.

â€¢This guidance emphasizes implementing layered prevention strategies (e.g., using multiple prevention strategies together consistently) to protect students, teachers, staff, visitors, and other members of their households and support in-person learning.

--At Kiowa County, we take student and staff protection very seriously. Upon entering our building, everyone passes by a temperature scanner that flags temperatures above one hundred degrees. Our custodial staff diligently disinfects classrooms, restrooms, and public spaces daily. We have an HVAC system that continually moves filtered air throughout the system. In addition, we have multiple air purifiers that can be relocated to potential hot spots. An onsite Registered Nurse who oversees our COVID protocols and monitors the health of all the students is considered a necessity, not a luxury, at Kiowa County.

â€¢Localities should monitor community transmission, vaccination coverage, screening testing, and occurrence of outbreaks to guide decisions on the level of layered prevention strategies (e.g., physical distancing, screening testing).

--In the spirit of monitoring outbreaks and guiding decisions based off a layered prevention strategy, we have implemented a Gating Task Force. The Gating Task Force considers the following:

â—Criteria has been developed after examining information from multiple school districts and recommendations from the Kansas Department of Health and Environment.

â—Criteria will be evaluated weekly (TBD) by a Gating Criteria Task Force to include: 3 USD 422 Administrators, the Kiowa County Health Nurse, school nurse, 2 board members, and 2 faculty members (1 from the lower level, and 1 from the upper level of the building). Meetings may go to every two weeks if case rates and quarantines decline.

â—Criteria can be used to consider the direction of just one level of the building and/or the entire district.

â—The Gating Criteria Task Force will make determinations based on the current data. While multiple factors will be reviewed, if one criterion is exceedingly high it may be used as a determining factor to move to a different level.

â—The Gating Criteria Task Force will seek to consider the health and safety of students, staff, and the community all while considering aspects of learning and activities for students.

â—Parents will be notified directly if a building or district is going to a different level that will impact on-site, hybrid, or remote learning.

â—If an emergency arises where there is a large outbreak of multiple cases and quarantines, the task force can meet to make the determination to move quickly to a different level to protect students, staff, and the community.

â—If a full closure of a building or the district is recommended by the task force, the final decision will be made by the board of education.

## 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 our high school, we created a survey on November 22 to invite student stakeholder input to help determine effectiveness as an educational institution. 84% of our population participated in the process. We inquired to rigor, relationship, relevance, and social emotional support.

The students were asked if they felt they were receiving a high-quality education at this school. 71% of the students responded with a score of either 4 out of 5 or a 5 out of 5 that they felt secure in their educational opportunities at Kiowa County. At Kiowa County, we have a strong emphasis on classroom rigor. Our goal is to challenge every student every day. When the student was asked if they had to work hard for their grades, 72% of students responded that they had to work hard to get good grades in their classes.

In the area of relationship, our students were asked if they felt our teachers were willing to give extra help on schoolwork if needed. 83% of our student body felt they were supported by the teaching staff and that the teachers were willing to go the extra mile for them. When asked what the students liked the most about KC schools, the top vote-earning category was that our teachers seem to truly care about each student.

With all this positive information, we still have areas that need improvement. The survey did reveal that although most student feel their emotional needs are being met, we are not at one hundred percent. We do have some who feel we need to improve in our support of the student and being equitable across the board in dealing with their individual needs. This is great information that helps us to focus on specific areas of concern. We will allocate some ESSER funds to increasing our paraprofessional footprint to provide more opportunities to find those needs and intervene.

Along with this information is an expressed increase in struggling to focus. As we are walking through this season of COVID, it does seem to be a time of increased stress and outside noises that can cloud the educational process. Our goal continues to be to meet the needs of each student and to get better every day.

## **Families**

In our survey, we focused much of the interest on the families. 87% of our survey was completed by parents of students in our district. Of those respondents, structured educational interventions and afterschool tutoring were the largest vote-getters in the search for importance of programs. When we asked about the importance of online curriculum, we got a consensus that it is somewhat important. Our community seems to overwhelmingly support in-person learning. Math and reading were the highest vote recipients in the importance category, followed by social studies and then science.

When asked about technology and its importance to the parents, it rated high but was not the most vital category. It appears our parents continue to value the art of teaching and the impact our teachers have on our students.

Another area that received the highest mark of all was teacher retention. Our community values our staff and is willing to invest in them to ensure our students' needs are met.

Overall, our community is committed to the school district. The Kiowa County community sees the necessity of the in person learning and the importance of retaining good staff.

## **School and District Administrators including Special Education Administration**

The school administration team meets every week to discuss relevant issues and budgetary concerns in the district. Weekly, we look at the social emotional, academic needs, and the curricular needs of each class. We discuss our enrollment and how we can best use our funding to meet the needs of our students.

## **Teachers, Principals, School leaders, other Educators, School Staff and their Unions**

The teachers are represented in the District Leadership Team. We meet quarterly to discuss district progress in the KESA process. During this time, we look at data and how our targeted learning loss interventions are affecting the students. During these meetings, we identify areas of needing improvement to ensure that our student losses are being minimized and we are intentionally implementing curricular adaptations to meet those needs.

Along with the DLT, we sent out a survey to each staff member requesting input regarding allocation of ESSER funding. Of the three options for meeting learning loss opportunities, increasing funds toward structured education had the high degree of support (54% voted this as extremely important and 45% voted this as important). These results made structured education the primary focus for spending. Summer school and after-school programs had support and showed evidence of need but did not score quite as high.

When polled about the need for ESSER dollars to be spent on curriculum, the importance of online curriculum received the least amount of support. Our staff is largely a proponent of in-person learning. 41% of the respondents said that online curriculum was only somewhat important, and only 18% reported that online expenditures were very important.

Technology overall, scored high as a valuable use for ESSER funding. A reasonable correlation can be made that technology is important in classroom presentation capabilities, but that online curriculum is not "best practice."

School counselors were the highest priority in the social emotional category. Sixty-four percent of respondents listed increasing school counselor funds as very important. This was followed by teacher training which received high marks (27% very important, 72% important).

## **Tribes**

In our community survey, there is a minimal tribal representation. Only 3% of our responders were associated with a tribe. The responses from the tribal group stressed interventions as being a very important use of our federal ESSER III dollars. Along with expressions of importance in increased interventions, parent resources and training for teachers were rated very important.

## **Civil Rights Organization including Disability Rights Organizations**

At Kiowa County Schools, a survey was sent to current staff, to the students, and to their parents. Our student information system does not indicate migratory or incarcerated or underserved students. Additionally, parents of students who are disabled were able to participate in the survey to share their input on needs.

Additionally, a survey was sent to:

info@aclukansas.org American Civil Liberties Union of Kansas.

Here is the link to the survey that was sent:

[https://docs.google.com/forms/d/1rmKTPGcfijYA\\_UZEjhw6fL2t3KB5KQI7xzRrSrMOCs/edit](https://docs.google.com/forms/d/1rmKTPGcfijYA_UZEjhw6fL2t3KB5KQI7xzRrSrMOCs/edit)

Although there was no response from these individuals before submitting the application, we have still implemented the following supports which we believe will benefit any Native American students who is enrolled at Kiowa County Schools:

Summer School, Tutoring, Reading/Math Curriculums, Elementary and Secondary Teacher Aides for additional support

Should we receive a response from these representatives, we will use their responses to consider future adjustments to our plan.

Kiowa County Schools also works directly with The Iroquois Center for Human Development. We currently use itinerant counselors to address the mental health of our students such as additional counseling, resources to address students who are in need of more intense services.

## **Stakeholders representing the interests of children with disabilities, English Learners, children experiencing homelessness, children in foster care, migratory students, children who are incarcerated, and other underserved students**

In our survey, we had a few respondents identify as representing students in the foster care system. Even though the amount of people responding in this category was minimal, their responses were not atypical from other community members.

Retaining good teachers was reported as very important along with getting paraprofessional assistance where needed and required. It was also stated that while the core subjects were important, electives were also very important. 12% of our respondents identified as representing the interests of those students with disabilities.

Summer school and structured interventions were high on the list of needs for increase in our offerings. With this included, increasing the pay scale for our paraprofessionals to help keep them in our district and support the hard work they do. In the search for knowledge of the needs in our district, the importance of elective classes ranged from important to very important to those with disabilities.

Also, the program Fastbridge was mentioned as a vehicle to isolate problem areas and increase targeted interventions to meet the needs of the students in a timely fashion.

## Provide the public the opportunity to provide input and take such input into account

Our survey, provided an opportunity for many subgroups to respond. An important use of money, according to community members, was structured education (97% listed as very important or important), closely followed by afterschool programs. Summer school curriculum took a back seat to structured education and afterschool programs. The majority of respondents expressed the core subjects should receive the lion's share of the funding. The elective programs were important, but did not score as high as math, reading, science and social studies. The core elements of the student's experience continue to be the focal point of the community group.

As far as the social emotional category goes, the training for teachers and the importance of school counselors was supported by nearly every individual that responded (98% support). Parent resources and social workers had some interest, but less than the other two categories (62% support).

Under the heading of personnel, we requested a comparison in adding custodians, increasing substitute teachers pay, or increasing funding for teacher retention. While custodial expenditures were important, the overwhelming support came in teacher retention. This category saw 97% support.

## 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 is as diverse as this pandemic itself. There is a level of increased social emotional needs in our school. We have a part time counselor whose student case load is completely full. It has increased enough that we have had to add an additional contract with our local mental health facility to provide an additional counselor to our staff two days a week. To battle the looming possibility of contact tracing that could throw multiple students into quarantine, we have added the Test-To-Stay program. This program has saved our students countless hours of remote learning. The community has responded positively to this program.

As we continue to pour over the data, it is apparent that the learning gap which was once minimal has grown. We have pockets of students that continue to struggle and these students are our focus during this pandemic. We have added multiple paras to work in our intervention classrooms. These classes are designed to meet those students needs academically and work to gain extra ground to get them caught up. We have intentionally worked to add staff to meet these needs. In our local data, it shows that we have a significant number of students scoring in the Lo to LoAverage category that we are targeting to intervene before the gap grows. With the addition of more paras and programs that are being implemented to target those students on the academic levels in which they reside, we are striving to meet those needs and get these students on grade level.

We have added a few new programs that are levelized. These intentional steps, according to research, should decrease the gaps exacerbated by the pandemic.

Math State Assessment

2016-2017 2017-2018 2018-2019 2020-2021

Grade 3 317310325298

State Average 302302301298

Grade 4 279287286303

State Average 291289291286

Grade 5 278275287303

State Average 288287287283

Grade 6 292284283291

State Average 287287287281

Grade 7 291289283296

State Average 284284283280

Grade 8 307291291275

State Average 280280283277

Grade 10 297286293295

State Average 281279280276

ELA State Assessment  
2016-2017 2017-2018 2018-2019 2020-2021  
Grade 3 306310305316  
State Average 295293293291  
Grade 4 296312305299  
State Average 300298298296  
Grade 5 288281290322  
State Average 295295295293  
Grade 6 292281284289  
State Average 292290290289  
Grade 7 281285278299  
State Average 287287286284  
Grade 8 297287284273  
State Average 282282281280  
Grade 10 301290294301  
State Average 284282282282

Science State Assessment  
2016-2017 2017-2018 2018-2019 2020-2021  
Grade 5 291293299314  
State Average 297297299299  
Grade 8 309290287289  
State Average 286285285281  
Grade 11 297296315301  
State Average 289288286286

NWEA MAP 2021 Fall  
LoLo Avg Avg Hi Avg Hi  
Grade 3 Math 9% 9% 32% 14% 36%  
Grade 3 Reading 9% 14% 23% 27% 27%  
Grade 4 Math 12% 8% 12% 32% 36%  
Grade 4 Reading 16% 8% 8% 28% 40%  
Grade 5 Math 14% 14% 17% 34% 21%  
Grade 5 Reading 10% 17% 21% 34% 17%  
Grade 6/7 Math 8% 14% 33% 20% 24%  
Grade 6/7 Reading 14% 14% 27% 29% 16%  
Grade 8 Math 0% 11% 47% 21% 21%  
Grade 8 Reading 5% 5% 26% 53% 11%  
Grade 9 Math 21% 21% 21% 7% 29%  
Grade 9 Reading 11% 29% 29% 14% 18%  
Grade 10 Math 16% 21% 16% 21% 26%  
Grade 10 Reading 10% 15% 35% 25% 15%  
Grade 11 Math 0% 9% 13% 26% 52%  
Grade 11 Reading 0% 0% 26% 30% 43%

As we are working to add paras and extra support, we need curriculum to support their efforts. We are adding Learning Ally and DreamBox. These programs work on a leveled platform to help students bridge address learning gaps and work toward regaining weaker skills. We are also going to implement Fastbridge into our repertoire to not only identify our students' needs, but to allow us to compare more accurately to the state averages.

**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)**

Like most schools, our students have been impacted by the continual disruption that is COVID-19. We have implemented multiple strategies to minimize the distractions caused by an ongoing health situation.

One of the primary implementations we have made is increasing the para supports to provide our students the help they need to bridge the learning loss caused by this virus. We have added three paras this year. Our school has a specific intervention teacher that works with students that are underperforming. This year, we added more para support to meet the increased demand with learning loss in students.

In addition to adding paraprofessionals, we have added a custodian to our staff to increase our cleaning methods in our building. He focuses on our elementary hall to make sure that each evening we have cleaned and disinfected the rooms to the best of our ability. In our district, we are a testing site and have implemented the test to stay protocol. We are struggling to meet the increased demands in cleaning with the declining job market pool.

During this time of increased responsibilities and stress, staff retention has been a focus. We are not immune to the nationwide worker shortage that adds responsibilities and expectations put on all our staff. Our district is finding it challenging to find people to refill vacancies that have historically had multiple applicants for these positions. When there are no people to fill the positions, it causes extra work and stress on the current staff. Because of this, it is necessary to incentivize them to stay and find a way through this time for the sake of our students. By providing a premium pay, we are telling our staff that we value and appreciate all their extra duties like cleaning their own room at times, disinfecting desks, covering bathroom cleanings just to name a few.

Add to those custodial responsibilities that staff often must manage students off site as well as on site to meet their needs depending on their quarantine situation. This creates more preparation than just presenting and teaching to all students onsite. This added workload can be overwhelming. Our teachers log incredible hours to meet the ever-increasing demands to meet the students where they are and teach to their specific situation to not only prevent learning loss but to strive to make impactful gains.

### **How the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act?**

The goal of section 2001 (e) (2) is that districts spend at least 20% of the ESSER III funds on learning loss. It is the goal of USD 422 to spend well above that amount on student learning loss. In fact, our goal is to spend the lion's share on learning loss. We are focusing on staff that will decrease the student/teacher ratio during targeted hours of the day. We will focus on curriculum that will be individual need based to reach each student where they are. We will be spending a portion of the money on counseling services to help with student social emotional needs that will support decreasing learning loss by meeting the base needs according to Maslow's Hierarchy of Needs. Our primary purpose and focus for ESSER funding is to do what will promote the success of all 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.**

Academic improvements will be measured using the NWEA Maps assessment, state assessments, and other local screeners. Social Emotional Learning will be evaluated with absentee and discipline data, KCTC data and through the use of a local screener.



## Allocations

	Direct Allocation	True Up Allocation	Total Allocation		20% Minimum
ESSER III Allocations	\$332,675	\$0	\$332,675	ESSER III Allocations	\$66,535
Approved Total	\$222,267	\$0	\$222,267	Approved Total	\$93,028
Amount Left	\$110,408	\$0	\$110,408	Amount Still Needed	\$0
In Review Total	\$110,408	\$0	\$110,408	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
422-3-0053	Direct	False	1000	151	16	\$32,250	Task Force Review
422-3-0054	Direct	False	1000	220	16	\$2,467	Task Force Review
422-3-0055	Direct	False	1000	260	16	\$34	Task Force Review
422-3-0056	Direct	False	1000	152	16	\$9,750	Task Force Review
422-3-0057	Direct	False	1000	220	16	\$746	Task Force Review
422-3-0058	Direct	False	1000	260	16	\$10	Task Force Review
422-3-0059	Direct	False	2400	150	16	\$4,000	Task Force Review
422-3-0060	Direct	False	2400	220	16	\$306	Task Force Review
422-3-0061	Direct	False	2400	260	16	\$4	Task Force Review
422-3-0062	Direct	False	2200	150	16	\$11,750	Task Force Review
422-3-0063	Direct	False	2200	220	16	\$899	Task Force Review
422-3-0064	Direct	False	2200	260	16	\$12	Task Force Review
422-3-0065	Direct	False	2710	150	16	\$4,500	Task Force Review
422-3-0066	Direct	False	2710	220	16	\$344	Task Force Review
422-3-0067	Direct	False	2710	260	16	\$5	Task Force Review
422-3-0068	Direct	False	1000	110	1A	\$42,131	Task Force Review
422-3-0069	Direct	False	2100	323	10	\$1,200	Task Force Review
422-3-0001	Direct	False	1000	110	2	\$26,412	Approved
422-3-0002	Direct	False	1000	110	2	\$2,750	Approved
422-3-0003	Direct	False	1000	120	2	\$8,691	Approved
422-3-0004	Direct	False	1000	220	2	\$2,896	Approved
422-3-0005	Direct	False	1000	260	2	\$36	Approved
422-3-0006	Direct	False	2130	220	2	\$57	Approved
422-3-0007	Direct	False	2100	110	2	\$1,000	Approved
422-3-0008	Direct	False	2100	220	2	\$77	Approved
422-3-0009	Direct	False	2100	250	2	\$1	Approved
422-3-0010	Direct	False	2130	120	2	\$750	Approved
422-3-0011	Direct	False	2130	260	2	\$1	Approved
422-3-0012	Direct	False	2220	120	2	\$500	Approved
422-3-0013	Direct	False	2220	220	2	\$38	Approved

422-3-0014	Direct	False	2220	260	2	\$0	Approved
422-3-0015	Direct	False	2300	110	2	\$750	Approved
422-3-0016	Direct	False	2300	220	2	\$57	Approved
422-3-0017	Direct	False	2300	260	2	\$1	Approved
422-3-0018	Direct	False	2400	110	2	\$2,250	Approved
422-3-0019	Direct	False	2400	120	2	\$2,500	Approved
422-3-0020	Direct	False	2400	220	2	\$363	Approved
422-3-0021	Direct	False	2400	260	2	\$4	Approved
422-3-0022	Direct	False	2500	120	2	\$1,500	Approved
422-3-0023	Direct	False	2500	220	2	\$115	Approved
422-3-0024	Direct	False	2500	260	2	\$1	Approved
422-3-0025	Direct	False	2600	120	2	\$2,500	Approved
422-3-0026	Direct	False	2600	220	2	\$191	Approved
422-3-0027	Direct	False	2600	260	2	\$2	Approved
422-3-0028	Direct	False	2710	120	2	\$1,500	Approved
422-3-0029	Direct	False	2710	220	2	\$115	Approved
422-3-0030	Direct	False	2710	260	2	\$1	Approved
422-3-0031	Direct	False	3100	120	2	\$1,500	Approved
422-3-0032	Direct	False	3100	220	2	\$115	Approved
422-3-0033	Direct	False	3100	260	2	\$1	Approved
422-3-0034	Direct	True	1000	120	12	\$60,936	Approved
422-3-0035	Direct	False	2600	120	16	\$20,312	Approved
422-3-0036	Direct	True	1000	650	12	\$12,177	Approved
422-3-0038	Direct	False	1000	110	10	\$21,938	Approved
422-3-0039	Direct	True	1000	650	12	\$18,816	Approved
422-3-0040	Direct	False	2100	300	10	\$12,000	Approved
422-3-0041	Direct	True	1000	650	12	\$1,099	Approved
422-3-0042	Direct	False	1000	730	9	\$5,463	Approved
422-3-0043	Direct	False	2100	300	10	\$3,000	Approved
422-3-0044	Direct	False	2600	600	13	\$380	Approved
422-3-0045	Direct	False	3100	120	2	\$81	Approved
422-3-0046	Direct	False	1000	120	2	\$2,835	Approved
422-3-0047	Direct	False	2710	120	2	\$976	Approved
422-3-0048	Direct	False	2500	120	2	\$65	Approved
422-3-0049	Direct	False	2600	120	2	\$37	Approved
422-3-0050	Direct	False	2600	610	13	\$841	Approved
422-3-0051	Direct	False	2600	610	13	\$4,379	Approved
422-3-0052	Direct	False	1000	290	2	\$257	Approved

## Line Item Details

Line Item ID: 422-3-0053

**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**

21

**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**

23-24 retention pay for returning employees. Payout date is May 16 for 37 employees. 29 full time teachers each receive a payout of \$1,000. The remaining 8 part time teachers receive a prorated amount.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$32,250
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$32,250</u>

**Status**

Task Force Review

Line Item ID: 422-3-0054

**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**

21

**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**

23-24 retention pay for 34 teachers \*Social Security

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$2,467
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$2,467</u>

**Status**

Task Force Review

Line Item ID: 422-3-0055

**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**

21

**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**

23-24 retention pay for 34 teachers \*Unemployment

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$34
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$34</u>

**Status**

Task Force Review

Line Item ID: 422-3-0056

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III

**Account Number**

21

**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**

23-24 retention pay for returning employees. Payout date is May 16 for 13 paras. They will each receive \$750.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$9,750
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$9,750</u>

**Status**

Task Force Review

Line Item ID: 422-3-0057

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III

**Account Number**

21

**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**

23-24 retention pay for 13 para's \*Social Security

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$746**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$746**Status**

Task Force Review

Line Item ID: 422-3-0058

**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

**Account Number**

21

**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**

23-24 retention pay for 13 para's \*Unemployment

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$10**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$10**Status**

Task Force Review

Line Item ID: 422-3-0059

**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**

21

**Function Code**

2400 - Support Services (School Administration)

**Object Code**

150 - Additional Compensation

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

23-24 retention pay for returning employees. Payout date is May 16 for 4 administration. They will each receive \$1,000.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$4,000**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$4,000**Status**

Task Force Review

Line Item ID: 422-3-0060

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III

**Account Number**

21

**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**

23-24 retention pay for 4 administration \*Social Security

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$306**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$306**Status**

Task Force Review

Line Item ID: 422-3-0061

**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**

21

**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**

23-24 retention pay for 4 administration \*Unemployment

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$4**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$4**Status**

Task Force Review

Line Item ID: 422-3-0062

**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**

21

**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**

23-24 retention pay for 16 returning support staff on May 16. Payout amount is \$750 for 15 employees and \$500 for 1 employee.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$11,750**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$11,750**Status**

Task Force Review

Line Item ID: 422-3-0063

**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**

21

**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**

23-24 retention pay for 16 support staff employees \*Social Security

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$899**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$899**Status**

Task Force Review

Line Item ID: 422-3-0064

**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**

21

**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**

23-24 retention pay for 16 support staff employees \*Unemployment

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$12**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$12**Status**

Task Force Review

Line Item ID: 422-3-0065



**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**

21

**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 need**

23-24 retention pay for returning employees. Payout date is May 16 for 6 bus drivers, they will each receive \$750.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$4,500**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$4,500**Status**

Task Force Review

Line Item ID: 422-3-0066

**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**

21

**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**

23-24 retention pay for 6 bus drivers \*Social Security

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$344**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$344**Status**

Task Force Review

Line Item ID: 422-3-0067

**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**

21

**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**

23-24 retention pay for 6 bus drivers \*Unemployment

**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** \$5**Status**

Task Force Review

Line Item ID: 422-3-0068

**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**

21

**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**

Due to COVID-19 protocol we have hired another teacher for the 23-24 school year

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$42,131**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$42,131**Status**

Task Force Review

Line Item ID: 422-3-0069

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III

**Account Number**

21

**Function Code**

2100 - Support Services (Students)

**Object Code**

323 - Student Services

**Allowable Use**

10 - Providing mental health services and supports.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Social emotional student support visits.

A counselor from the Iroquois Center for Human Development came to our school district 4 times to work with individual students and their parents on specific issues that called for their expertise.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$1,200**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$1,200**Status**

Task Force Review

Line Item ID: 422-3-0001

**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**

21

**Function Code**

1000 - Instruction

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

2 - Coordination of COVID-19 preparedness and response efforts.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Premium pay compensation for extra duties required due to COVID 19 \*Teachers

**Budgeted Expenditures in SFY 2021** \$26,412**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$26,412**Status**

Approved

**Line Item Comment from KSDE**

Per applicant, The premium pay was intended as incentive pay. Administration, Educators, District Office staff and custodial received \$750, all remaining classified staff received \$500 and bus drivers received \$250. These funds were distributed to employees December 16, 2021. The payout plan was approved beforehand.

Line Item ID: 422-3-0002

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III

**Account Number**

21

**Function Code**

1000 - Instruction

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

2 - Coordination of COVID-19 preparedness and response efforts.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Premium pay compensation for extra duties required due to COVID 19 \*21st Learning center teachers

**Budgeted Expenditures in SFY 2021** \$2,750**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$2,750**Status**

Approved

Line Item ID: 422-3-0003

**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**

21

**Function Code**

1000 - Instruction

**Object Code**

120 - Regular Non-Certified Salaries

**Allowable Use**

2 - Coordination of COVID-19 preparedness and response efforts.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Premium pay compensation for extra duties required due to COVID 19 \*Paras

**Budgeted Expenditures in SFY 2021** \$8,691**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$8,691**Status**

Approved

Line Item ID: 422-3-0004

**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**

21

**Function Code**

1000 - Instruction

**Object Code**

220 - Social Security Contributions

**Allowable Use**

2 - Coordination of COVID-19 preparedness and response efforts.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Premium pay compensation for extra duties required due to COVID 19 \*Social security

**Budgeted Expenditures in SFY 2021** \$2,896**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$2,896**Status**

Approved

Line Item ID: 422-3-0005

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III

**Account Number**

21

**Function Code**

1000 - Instruction

**Object Code**

260 - Unemployment Compensation

**Allowable Use**

2 - Coordination of COVID-19 preparedness and response efforts.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Premium pay compensation for extra duties required due to COVID 19 \*Unemployment

**Budgeted Expenditures in SFY 2021** \$36**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$36**Status**

Approved

Line Item ID: 422-3-0006

**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**

21

**Function Code**

2130 - Health Services

**Object Code**

220 - Social Security Contributions

**Allowable Use**

2 - Coordination of COVID-19 preparedness and response efforts.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Premium pay compensation for extra duties required due to COVID 19 \*Social security

**Budgeted Expenditures in SFY 2021** \$57**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$57**Status**

Approved

Line Item ID: 422-3-0007

**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**

21

**Function Code**

2100 - Support Services (Students)

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

2 - Coordination of COVID-19 preparedness and response efforts.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Premium pay compensation for extra duties required due to COVID 19 \*Counselors

**Budgeted Expenditures in SFY 2021** \$1,000**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$1,000**Status**

Approved

Line Item ID: 422-3-0008

**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**

21

**Function Code**

2100 - Support Services (Students)

**Object Code**

220 - Social Security Contributions

**Allowable Use**

2 - Coordination of COVID-19 preparedness and response efforts.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Premium pay compensation for extra duties required due to COVID 19 \*Social Security

**Budgeted Expenditures in SFY 2021** \$77**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$77**Status**

Approved

Line Item ID: 422-3-0009

**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**

21

**Function Code**

2100 - Support Services (Students)

**Object Code**

250 - Tuition Reimbursement

**Allowable Use**

2 - Coordination of COVID-19 preparedness and response efforts.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Premium pay compensation for extra duties required due to COVID 19 \*Unemployment

**Budgeted Expenditures in SFY 2021** \$1**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$1**Status**

Approved

Line Item ID: 422-3-0010

**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**

21

**Function Code**

2130 - Health Services

**Object Code**

120 - Regular Non-Certified Salaries

**Allowable Use**

2 - Coordination of COVID-19 preparedness and response efforts.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Premium pay compensation for extra duties required due to COVID 19 \*School Nurse

**Budgeted Expenditures in SFY 2021** \$750**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$750**Status**

Approved

Line Item ID: 422-3-0011

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III

**Account Number**

21

**Function Code**

2130 - Health Services

**Object Code**

260 - Unemployment Compensation

**Allowable Use**

2 - Coordination of COVID-19 preparedness and response efforts.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Premium pay compensation for extra duties required due to COVID 19 \*Unemployment

**Budgeted Expenditures in SFY 2021** \$1**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$1**Status**

Approved

Line Item ID: 422-3-0012



**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**

21

**Function Code**

2220 - Educational Media 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**

Premium pay compensation for extra duties required due to COVID 19 \*Library para

**Budgeted Expenditures in SFY 2021** \$500**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$500**Status**

Approved

Line Item ID: 422-3-0013

**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**

21

**Function Code**

2220 - Educational Media Services

**Object Code**

220 - Social Security Contributions

**Allowable Use**

2 - Coordination of COVID-19 preparedness and response efforts.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Premium pay compensation for extra duties required due to COVID 19 \*Social Security

**Budgeted Expenditures in SFY 2021** \$38**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$38**Status**

Approved

Line Item ID: 422-3-0014

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III

**Account Number**

21

**Function Code**

2220 - Educational Media 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**

Premium pay compensation for extra duties required due to COVID 19 \*Unemployment

**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: 422-3-0015

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III

**Account Number**

21

**Function Code**

2300 - Support Services (General Administration)

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

2 - Coordination of COVID-19 preparedness and response efforts.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Premium pay compensation for extra duties required due to COVID 19 \*Superintendent

**Budgeted Expenditures in SFY 2021** \$750**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$750**Status**

Approved

Line Item ID: 422-3-0016

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III

**Account Number**

21

**Function Code**

2300 - Support Services (General Administration)

**Object Code**

220 - Social Security Contributions

**Allowable Use**

2 - Coordination of COVID-19 preparedness and response efforts.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Premium pay compensation for extra duties required due to COVID 19 \*Social Security

**Budgeted Expenditures in SFY 2021** \$57**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$57**Status**

Approved

Line Item ID: 422-3-0017

**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**

21

**Function Code**

2300 - Support Services (General Administration)

**Object Code**

260 - Unemployment Compensation

**Allowable Use**

2 - Coordination of COVID-19 preparedness and response efforts.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Premium pay compensation for extra duties required due to COVID 19 \*Unemployment

**Budgeted Expenditures in SFY 2021** \$1**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$1**Status**

Approved

Line Item ID: 422-3-0018

**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**

21

**Function Code**

2400 - Support Services (School Administration)

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

2 - Coordination of COVID-19 preparedness and response efforts.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Premium pay compensation for extra duties required due to COVID 19 \*Principals

**Budgeted Expenditures in SFY 2021** \$2,250**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$2,250**Status**

Approved

Line Item ID: 422-3-0019

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III

**Account Number**

21

**Function Code**

2400 - Support Services (School Administration)

**Object Code**

120 - Regular Non-Certified Salaries

**Allowable Use**

2 - Coordination of COVID-19 preparedness and response efforts.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Premium pay compensation for extra duties required due to COVID 19 \*Secretary

**Budgeted Expenditures in SFY 2021** \$2,500**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$2,500**Status**

Approved

Line Item ID: 422-3-0020

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III

**Account Number**

21

**Function Code**

2400 - Support Services (School Administration)

**Object Code**

220 - Social Security Contributions

**Allowable Use**

2 - Coordination of COVID-19 preparedness and response efforts.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Premium pay compensation for extra duties required due to COVID 19 \*Social Security

**Budgeted Expenditures in SFY 2021** \$363**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$363**Status**

Approved

Line Item ID: 422-3-0021

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III

**Account Number**

21

**Function Code**

2400 - Support Services (School Administration)

**Object Code**

260 - Unemployment Compensation

**Allowable Use**

2 - Coordination of COVID-19 preparedness and response efforts.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Premium pay compensation for extra duties required due to COVID 19 \*Unemployment

**Budgeted Expenditures in SFY 2021** \$4**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$4**Status**

Approved

Line Item ID: 422-3-0022

**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**

21

**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**

Premium pay compensation for extra duties required due to COVID 19 \*District office

**Budgeted Expenditures in SFY 2021** \$1,500**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$1,500**Status**

Approved

Line Item ID: 422-3-0023

**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**

21

**Function Code**

2500 - Central Services

**Object Code**

220 - Social Security Contributions

**Allowable Use**

2 - Coordination of COVID-19 preparedness and response efforts.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Premium pay compensation for extra duties required due to COVID 19 \*Social Security

**Budgeted Expenditures in SFY 2021** \$115**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$115**Status**

Approved

Line Item ID: 422-3-0024

**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**

21

**Function Code**

2500 - Central 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**

Premium pay compensation for extra duties required due to COVID 19 \*Unemployment

**Budgeted Expenditures in SFY 2021** \$1**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$1**Status**

Approved

Line Item ID: 422-3-0025

**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**

21

**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**

Premium pay compensation for extra duties required due to COVID 19 \*Maint/Custodian

**Budgeted Expenditures in SFY 2021** \$2,500**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$2,500**Status**

Approved

Line Item ID: 422-3-0026

**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**

21

**Function Code**

2600 - Operation and Maintenance of Plant Services (All except Transportation)

**Object Code**

220 - Social Security Contributions

**Allowable Use**

2 - Coordination of COVID-19 preparedness and response efforts.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Premium pay compensation for extra duties required due to COVID 19 \*Social Security

<b>Budgeted Expenditures in SFY 2021</b>	\$191
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$191</u>

**Status**

Approved

Line Item ID: 422-3-0027

**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**

21

**Function Code**

2600 - Operation and Maintenance of Plant Services (All except Transportation)

**Object Code**

260 - Unemployment Compensation

**Allowable Use**

2 - Coordination of COVID-19 preparedness and response efforts.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Premium pay compensation for extra duties required due to COVID 19 \*Unemployment

<b>Budgeted Expenditures in SFY 2021</b>	\$2
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$2</u>

**Status**

Approved

Line Item ID: 422-3-0028



**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**

21

**Function Code**

2710 - Vehicle Operation

**Object Code**

120 - Regular Non-Certified Salaries

**Allowable Use**

2 - Coordination of COVID-19 preparedness and response efforts.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Premium pay compensation for extra duties required due to COVID 19 \*Route drivers

**Budgeted Expenditures in SFY 2021** \$1,500**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$1,500**Status**

Approved

Line Item ID: 422-3-0029

**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**

21

**Function Code**

2710 - Vehicle Operation

**Object Code**

220 - Social Security Contributions

**Allowable Use**

2 - Coordination of COVID-19 preparedness and response efforts.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Premium pay compensation for extra duties required due to COVID 19 \*Social Security

**Budgeted Expenditures in SFY 2021** \$115**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$115**Status**

Approved

Line Item ID: 422-3-0030

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III

**Account Number**

21

**Function Code**

2710 - Vehicle Operation

**Object Code**

260 - Unemployment Compensation

**Allowable Use**

2 - Coordination of COVID-19 preparedness and response efforts.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Premium pay compensation for extra duties required due to COVID 19 \*Unemployment

**Budgeted Expenditures in SFY 2021** \$1**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$1**Status**

Approved

Line Item ID: 422-3-0031

**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**

21

**Function Code**

3100 - Food Service Operations

**Object Code**

120 - Regular Non-Certified Salaries

**Allowable Use**

2 - Coordination of COVID-19 preparedness and response efforts.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Premium pay compensation for extra duties required due to COVID 19 \*Cooks

**Budgeted Expenditures in SFY 2021** \$1,500**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$1,500**Status**

Approved

Line Item ID: 422-3-0032

**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**

21

**Function Code**

3100 - Food Service Operations

**Object Code**

220 - Social Security Contributions

**Allowable Use**

2 - Coordination of COVID-19 preparedness and response efforts.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Premium pay compensation for extra duties required due to COVID 19 \*Social Security

**Budgeted Expenditures in SFY 2021** \$115**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$115**Status**

Approved

Line Item ID: 422-3-0033

**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**

21

**Function Code**

3100 - Food Service Operations

**Object Code**

260 - Unemployment Compensation

**Allowable Use**

2 - Coordination of COVID-19 preparedness and response efforts.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Premium pay compensation for extra duties required due to COVID 19 \*Unemployment

**Budgeted Expenditures in SFY 2021** \$1**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$1**Status**

Approved

Line Item ID: 422-3-0034

**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**

ESSER III

**Account Number**

21

**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**

Para salaries to address learning loss due to COVID 19

**Budgeted Expenditures in SFY 2021** \$60,936**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$60,936**Status**

Approved

**Line Item Comment from KSDE**

Per narrative, One of the primary implementations we have made is increasing the para supports to provide our students the help they need to bridge the learning loss caused by this virus. We have added three paras this year. Our school has a specific intervention teacher that works with students that are underperforming. This year, we added more para support to meet the increased demand with learning loss in students.

Line Item ID: 422-3-0035

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III

**Account Number**

21

**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**

Additional custodian for 21-22 school year with focus on additional classroom cleaning and sanitation to help reduce the spread of COVID-19

<b>Budgeted Expenditures in SFY 2021</b>	\$20,312
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$20,312</u>

**Status**

Approved

**Line Item Comment from KSDE**

Per narrative, we have added a custodian to our staff to increase our cleaning methods in our building. He focuses on our elementary hall to make sure that each evening we have cleaned and disinfected the rooms to the best of our ability. In our district, we are a testing site and have implemented the test to stay protocol. We are struggling to meet the increased demands in cleaning with the declining job market pool.

Line Item ID: 422-3-0036

**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**

21

**Function Code**

1000 - Instruction

**Object Code**

650 - Supplies-Technology Related

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Dreambox - Math software - learning loss due to COVID 19

**Budgeted Expenditures in SFY 2021** \$12,177**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$12,177**Status**

Approved

**Line Item Comment from KSDE**

Per narrative, As we are working to add paras and extra support, we need curriculum to support their efforts. We are adding Learning Ally and DreamBox. These programs work on a leveled platform to help students bridge address learning gaps and work toward regaining weaker skills. We are also going to implement Fastbridge into our repertoire to not only identify our students' needs, but to allow us to compare more accurately to the state averages.

Line Item ID: 422-3-0038

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III

**Account Number**

21

**Function Code**

1000 - Instruction

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

10 - Providing mental health services and supports.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

21-22 part time counselor - social emotional support

**Budgeted Expenditures in SFY 2021** \$21,938**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$21,938**Status**

Approved

Line Item ID: 422-3-0039

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III

**Account Number**

21

**Function Code**

1000 - Instruction

**Object Code**

650 - Supplies-Technology Related

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Lexia - Reading software to support learning loss due to Covid-19

**Budgeted Expenditures in SFY 2021** \$18,816**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$18,816**Status**

Approved

Line Item ID: 422-3-0040

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III

**Account Number**

21

**Function Code**

2100 - Support Services (Students)

**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**

21-22 part time counselor - social emotional support through the Iriquois center for human development

**Budgeted Expenditures in SFY 2021** \$12,000**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$12,000**Status**

Approved

**Line Item Comment from KSDE**

Per narrative, We have a part time counselor whose student case load is completely full. It has increased enough that we have had to add an additional contract with our local mental health facility to provide an additional counselor to our staff two days a week.

Line Item ID: 422-3-0041

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III

**Account Number**

21

**Function Code**

1000 - Instruction

**Object Code**

650 - Supplies-Technology Related

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Learning Ally software - Reading/Dyslexia learning loss due to Covid-19

**Budgeted Expenditures in SFY 2021** \$1,099**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$1,099**Status**

Approved

**Line Item Comment from KSDE**

Per narrative, As we are working to add paras and extra support, we need curriculum to support their efforts. We are adding Learning Ally and DreamBox. These programs work on a leveled platform to help students bridge address learning gaps and work toward regaining weaker skills. We are also going to implement Fastbridge into our repertoire to not only identify our students' needs, but to allow us to compare more accurately to the state averages.

Line Item ID: 422-3-0042

**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

**Account Number**

21

**Function Code**

1000 - Instruction

**Object Code**

730 - Equipment

**Allowable Use**

9 - Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Purchased 20 additional chromebooks to send home for students quarantined or covid positive to support continued learning while remote

**Budgeted Expenditures in SFY 2021** \$5,463**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$5,463**Status**

Approved



Line Item ID: 422-3-0043

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III

**Account Number**

21

**Function Code**

2100 - Support Services (Students)

**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**

Speaker Mike Donahue - JH/HS students & staff - to support and address social emotional loss from COVID-19

**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**

Approved

Line Item ID: 422-3-0044

**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

**Account Number**

21

**Function Code**

2600 - Operation and Maintenance of  
Plant Services (All except  
Transportation)

**Object Code**

600 - SUPPLIES AND MATERIALS

**Allowable Use**

13 - School facility repairs and  
improvements to enable operation of  
schools to reduce risk of virus  
transmission and exposure to  
environmental health hazards, and to  
support student health needs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

4000 child size disposable face masks

**Budgeted Expenditures in SFY 2021** \$380

**Budgeted Expenditures in SFY 2022** \$0

**Budgeted Expenditures in SFY 2023** \$0

**Budgeted Expenditures in SFY 2024** \$0

**Total Expenditures** \$380

**Status**

Approved

Line Item ID: 422-3-0045

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III

**Account Number**

21

**Function Code**

3100 - Food Service Operations

**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 pay during building closure due to covid outbreak \*Kitchen/Cooks

**Budgeted Expenditures in SFY 2021** \$81**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$81**Status**

Approved

**Line Item Comment from KSDE**

Per applicant, This pay covers all certified staff that were paid their contracted hours during October 2021 when administration closed Pre-K through 12th buildings due to Covid-19 numbers being elevated in our district.

Line Item ID: 422-3-0046

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III

**Account Number**

21

**Function Code**

1000 - Instruction

**Object Code**

120 - Regular Non-Certified Salaries

**Allowable Use**

2 - Coordination of COVID-19 preparedness and response efforts.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Covid pay during building closure due to covid outbreak \*Paras

**Budgeted Expenditures in SFY 2021** \$2,835**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$2,835**Status**

Approved

Line Item ID: 422-3-0047

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III

**Account Number**

21

**Function Code**

2710 - Vehicle Operation

**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 pay during building closure due to covid outbreak \*Bus drivers

**Budgeted Expenditures in SFY 2021** \$976**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$976**Status**

Approved

Line Item ID: 422-3-0048

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III

**Account Number**

21

**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 pay during building closure due to covid outbreak \*District office

**Budgeted Expenditures in SFY 2021** \$65**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$65**Status**

Approved

Line Item ID: 422-3-0049

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III

**Account Number**

21

**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**

Covid pay during building closure due to covid outbreak \*Maintenance/Custodians

<b>Budgeted Expenditures in SFY 2021</b>	\$37
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$37</u>

**Status**

Approved

Line Item ID: 422-3-0050

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III

**Account Number**

21

**Function Code**

2600 - Operation and Maintenance of Plant Services (All except Transportation)

**Object Code**

610 - General Supplies and Materials

**Allowable Use**

13 - School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Bottle filler - replacement cartridges - continued use of bottle fillers allows USD 422 to keep the water fountains disconnected to help reduce the spread and contact of COVID 19

<b>Budgeted Expenditures in SFY 2021</b>	\$841
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$841</u>

**Status**

Approved

Line Item ID: 422-3-0051

**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**

21

**Function Code**

2600 - Operation and Maintenance of Plant Services (All except Transportation)

**Object Code**

610 - General Supplies and Materials

**Allowable Use**

13 - School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Replaced paper towel machines throughout all USD 422 buildings. New units allow for better towel dispensing where staff and students do not touch the same surfaces which helps limit/reduce any contact spread of COVID 19

<b>Budgeted Expenditures in SFY 2021</b>	\$4,379
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$4,379</u>

**Status**

Approved

Line Item ID: 422-3-0052

**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**

12

**Function Code**

1000 - Instruction

**Object Code**

290 - Other Employee Benefits

**Allowable Use**

2 - Coordination of COVID-19 preparedness and response efforts.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Premium Pay - Incentive compensation to help with student learning loss as a result of COVID-19.

<b>Budgeted Expenditures in SFY 2021</b>	\$257
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$257</u>

**Status**

Approved



# ESSER III APPLICATION FOR D0434

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>
Santa Fe Trail	104 S Burlingame Ave, Scranton, KS 66537	104 S Burlingame Ave, Scranton, KS 66537
<u>Superintendent Name</u>	<u>Superintendent E-mail Address</u>	<u>Superintendent Phone Number</u>
Jim Lentz	jlentz@usd434.us	(800) 836-9525

## Authorized Representative of the District Information

<u>Name</u>	<u>Position of Title</u>	<u>E-mail Address</u>	<u>Phone Number</u>
Jim Lentz	Superintendent	jlentz@usd434.us	(800) 836-9525
<u>Other District Representative 1 - Name</u>	<u>Other District Representative 1 - E-mail Address</u>		
kaylee Boyd	kboyd@usd434.us		
<u>Other District Representative 2 - Name</u>	<u>Other District Representative 2 - E-mail Address</u>		
Faith Flory	fflory@usd434.us		

## Plan for Safe Return

Please paste a direct link of your school district's safe return plan that is posted on your website.

[www.usd434.org](http://www.usd434.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 434 follows the guidelines of the CDC, KDHE and the Osage Co. Health Department to effectively protect the health and safety of students and staff. We use test to stay, play and participate in an effort to minimize the risk of COVID 19 spread to others. If positive numbers rise in the district or county to an unacceptable number the Board of Education will implement a mask policy to further protect students and staff. In addition to providing masks, for students and staff the district also uses funds to effectively clean and disinfect all areas of the schools daily. We are currently seeking funds to replace old inefficient HVAC units with new high efficiency units with factory installed germicidal UV lights. The district will also use ESSER3 funds to replace old windows with new high efficiency windows.

## 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**

Building administrators met with and offered an online google survey to all students at the Junior High and High School to discuss the most effective ways to use ESSER3 funds. We had approximately 75% of students respond to the survey. Responses included more science classes and improved labs, more college classes, physical therapy and health care, and more career opportunities. Junior high students suggested more science, more outside activities and more sports programs. They also indicated the need to learn to cook and how to do taxes. In our K-3 building, there were 10 students who participated in the survey and reported on 5 items regarding school needs/wants as well as ideas for improving their school post COVID-19. Students there liked the STREAM classes but want more hands on opportunities. They also want more science experiments, outside environmental improvements and more field trips. Students also requested more math help for students who are behind and celebrations of goal achievement.

## **Families**

We emailed out a google survey to the families of all students regarding the most effective uses of ESSER3 funds. There were about 50 responses. The items mentioned most were summer learning programs, additional personnel and staff, more behavior support, additional instructional materials, expanded social and emotional support for students, and facility upgrades and support.

## **School and District Administrators including Special Education Administration**

The administrative team and special education administrations emphasized the need to address learning loss through remedial opportunities, additional time for math and reading, and summer school. They also believe there is a real need for additional staff to work with struggling students, more at-risk teachers, counselors, social workers, and permanent substitute teachers. Professional learning in the area of social/emotional learning and support for staff and more effective alignment of core curriculum to help students with learning issues. High-quality Diagnostic Assessments, and supplemental materials designed to specifically help struggling students, students with disabilities, and all students at risk of failure.

## **Teachers, Principals, School leaders, other Educators, School Staff and their Unions**

Teachers, and their union representatives expressed the need for additional staff, more time for collaboration, and the need to address learning loss. Principals and other school leaders listed those same concerns along with social emotional training and learning, more and improved learning opportunities for struggling students, remedial summer school and summer enrichment opportunities for students and staff. The need for improved air quality and smaller class sizes to allow for more social distancing. There is also a need for Interest-based extended learning activities, problem solving and career focus.

## **Tribes**

We reached out several times via email to Dr. Alex Red Corn of Osage Nation but received no response. We then identified the 6 students in our district that identify as Native American and interviewed them. Their responses included the need for more academic classes, cultural awareness, more foreign language, technology, science and library classes for all students. They also discussed the need to improve the culture and positive relations between students and some staff.

## **Civil Rights Organization including Disability Rights Organizations**



The following is from John Wilson, Director of Kansas Action for Children

#### 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?

In addition we reviewed all district policies, handbooks and procedures to insure that the civil rights of all students, parents and staff were protected and accounted for.

**Stakeholders representing the interests of children with disabilities, English Learners, children experiencing homelessness, children in foster care, migratory students, children who are incarcerated, and other underserved students**

We reached out to Homeless and Foster Care officials from our area and with the State, but received no response or they weren't able to provide information to us. We surveyed stakeholders in the district, foster parents, the Interlocal Director of Special Education, the District homeless liaison, and the District Social Worker, as well as Principals and teachers. They indicated the need for more after-school programs and transportation, staff who believe in forming positive relations with all students, improved staff training to implement new programs, improved school lunches, lower student/teacher ratios, and working with students with mental health issues including anxiety and depression. They also said that students need more access to counselors and therapists at school or that the school should provide for those services outside of school. Our district currently has no ELL, Migrant, or Incarcerated students. Overall our feedback included students and families with disabilities, free/reduced lunch status, those suffering from homelessness, and other At-Risk categories. For the 2021/2022 school year we had 17 students who were identified as homeless. Our District Social Worker is in the process of collecting the data for the 2022/2023 school year.

Native American Population Responses for potential ESSER expenditures:

1. More electives
2. Incorporate more cultural awareness courses and extracurricular opportunities
3. A broader selection of texts that are culturally responsive

Homeless Population and advocates responses for potential ESSER expenditures:

1. School options for childcare
2. Rent incentives and subsidies
3. Free lunches for all students
4. Mental Health and community services for stress created by financial insecurities
5. School-supported health care programs
6. Free Wifi opportunities from school
7. After School Programs
8. Transportation

SPED population, staff, and advocates' responses for potential ESSER expenditure:

1. Benefits and salary increase for paraprofessionals that work directly with students
2. Additional curricular resources to support interventions and resource room instruction
3. Recruit and retain related services staff to directly support student needs and avoid the telehealth format
4. High-Quality assessments to diagnose learning needs

Foster parents in our district had the following responses for potential ESSER expenditures:

1. Improved school lunches
2. Transportation
3. Counselors and mental health resources

Our district currently has no ELL, Migrant, or Incarcerated students.

### **Provide the public the opportunity to provide input and take such input into account**

We surveyed patrons of the district. The feedback included the need for more career pathways, college prep., work based learning, school/work internships, students with better work skills and public relations skills. They also mentioned the need for more hands on learning and the ability to apply academic learning to the work place and real world experiences. The need for improved internet service in our county and remote learning technology was also mentioned.

### **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 a significant negative impact on USD434 in all areas including learning loss, social/emotional safety and additional cost. The number of students scoring at the state average and in levels 3 and 4 on State Assessments has dropped at all grade levels from the scores reported on the state report card in all core areas from 2018-2019 to 2021-2022. For example 47% of students in 3rd grade scored at level 1 in 18-19 compared to 60% in 20-21. In 8th grade the drop was from 27% to 48%. The number one professional learning requested by staff for the 21-22 school year was Social/ Emotional learning. We added a District wide social worker for the 21-22 school year and the need for her services stretched her to the limit, Her case load this past year was 21 students and families. The financial cost incurred as a result of COVID far exceeded any other health issue in past history.

**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 offer remedial summer school at the Elementary and Junior High. 57 students are currently enrolled at the elementary and 31 students at Junior High. We currently have 8 students enrolled for credit recovery at the High School. We also offer summer enrichment through the STREAM program at the elementary.

**How the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act?**

The district plans on funding the following professional development, core and intervention resources, and assessments with ESSER money to address learning loss due to the COVID pandemic.

ESSER approved:

#### READING

Core and Interventions  
Read Naturally  
Sonday System  
95% Reading Interventions and Phonics  
Reading A-Z Decodables  
Learning Without Tears  
Fountas and Pinnell LLI Kits  
Fountas and Pinnell Mini Lessons  
Fountas and Pinnell Guided Reading

#### ASSESSMENT

Fastbridge  
NWEA MAP

#### PROFESSIONAL DEVELOPMENT

LETRS Training  
Science of Reading Professional Development  
Dyslexia Training  
95% phonics instruction training

#### PERSONNEL

Reading Interventionists  
Reading Coaches

#### MATH

Core and Interventions

Illustrative Mathematics (student consumables)  
EnVision Math SAVVAS  
Bridges -Math Learning Center  
Assessments  
Fastbridge  
NWEA MAP

#### PROFESSIONAL DEVELOPMENT

Emporia State University- Consulting- Conceptual Math Practices  
FastBridge-Math intervention training  
Math Adoption Committee-Process and protocols for adoption  
Illustrative Math Professional Development

#### PERSONNEL

Math Interventionist

#### SEL

Fastbridge SAEBRS and My SAEBRS  
Fastbridge Intervention lessons  
Leader in Me  
Second Step

Professional Development with Greenbush Specialized Learning Services

- Toxic Stress and Childhood Trauma
- CASEL Framework
- SEL competencies

#### PERSONNEL

District wide social worker  
Certified Counselor in each building  
Partnership with Crosswinds Mental Health  
SRO in all buildings K-12

Improved Air Quality

- HVAC replacement
- New Windows

**How the LEA will ensure that the interventions it implements, including but not limited to the interventions under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time, will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students disproportionately impacted by the COVID–19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students.**

USD 434 will use data-driven and evidence based-strategies to target learning loss for all student groups across the school district. Response to intervention will be a tiered approach and analyzed within the core areas K-12. This data will allow for targeted core instruction, interventions, and outreach services for all academic and SEL needs. This data will be used to show growth or decline in efforts and help us analyze current practices to support any adjustments needed. The district goals have been developed by the BOE to support and sustain these strategies and will be under constant review for accountability and consistency. A needs assessment will be given each year for additional professional development areas and stakeholder input regarding these interventions.

## Allocations

	Direct Allocation	True Up Allocation	Total Allocation		20% Minimum
ESSER III Allocations	\$1,367,970	\$0	\$1,367,970	ESSER III Allocations	\$273,594
Approved Total	\$1,131,970	\$0	\$1,131,970	Approved Total	\$743,734
Amount Left	\$236,000	\$0	\$236,000	Amount Still Needed	\$0
In Review Total	\$236,000	\$0	\$236,000	In Review Total	\$0
Amount Left	\$0	\$0	\$0	Amount Still Needed	\$0

## Line Items

ID	Allocation Type	Learning Loss	Function Code	Object Code	Allowable Use	Total Expenditures	Status
434-3-0016	Direct	False	4700	723	14	\$236,000	Task Force Review
434-3-0017	Direct	False	2212	322	12	\$51,197	Approved
434-3-0001	Direct	True	2212	322	12	\$14,100	Approved
434-3-0002	Direct	True	2212	322	12	\$12,263	Approved
434-3-0003	Direct	True	2212	322	12	\$23,405	Approved
434-3-0004	Direct	True	2212	322	12	\$2,396	Approved
434-3-0005	Direct	True	2212	322	12	\$6,655	Approved
434-3-0006	Direct	True	2212	322	12	\$1,800	Approved
434-3-0007	Direct	False	2212	322	12	\$5,568	Approved
434-3-0008	Direct	False	2000	946	12	\$65,000	Approved
434-3-0010	Direct	False	2212	322	12	\$45,100	Approved
434-3-0011	Direct	True	1000	100	16	\$586,115	Approved
434-3-0012	Direct	True	1000	949	12	\$97,000	Approved
434-3-0013	Direct	False	2620	460	13	\$46,581	Approved
434-3-0014	Direct	False	4700	723	14	\$98,000	Approved
434-3-0015	Direct	False	2212	322	12	\$76,790	Approved

## Line Item Details

Line Item ID: 434-3-0016

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Federal and CARES

**Account Number**

07

**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**

NEW

Santa Fe Trail is upgrading our school facilities to enable the operations of schools and reduce the risk of virus transmissions and exposure to environmental health hazards. This will support student learning, safety, and health.

The prior approval request form will be submitted 2/9/23

We anticipate this project's completion in the fiscal year 2023. However, due to lead time, this may run into 2024 expenditures.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$236,000
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$236,000</u>

**Status**

Task Force Review

**Line Item Comment from KSDE**

Allowable if meets CDC guidelines.

Line Item ID: 434-3-0017

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Federal and CARES

**Account Number**

07

**Function Code**2212 - Instruction and Curriculum  
Development Services**Object Code**

322 - Instructional Services

**Allowable Use**12 - Addressing learning loss among  
students, including vulnerable  
populations.**Please describe the expenditures within the account and how they will address a COVID-19 need**

HMH Science Dimensions is an evidence-based science curriculum. This resource follows the NGSS standards for science education and supports both literacy and mathematics through project and experimental lessons. It also provides interventions to support our vulnerable populations and additional students with significant learning loss. Santa Fe Trail is adopting this series for 6-12th for the 2023 SYF. This program will be used for core science instruction. Due to COVID 19, we have seen tremendous learning loss and this tool provides targeted instruction to support student growth.

NEW: We have added this new line item due to a reduction in expenditures within our Math curriculum request. We are only requesting ESSER funds for partial reimbursement due to other requests in this application.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$51,197
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$51,197</u>

**Status**

Approved

Line Item ID: 434-3-0001

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Federal &amp; Cares Funds

**Account Number**

07

**Function Code**2212 - Instruction and Curriculum  
Development Services**Object Code**

322 - Instructional Services

**Allowable Use**12 - Addressing learning loss among  
students, including vulnerable  
populations.**Please describe the expenditures within the account and how they will address a COVID-19 need**

FastBridge is a K-12 evidence based assessment system that provides universal screening and progress monitoring for reading, math, and behaviors. We used this data for core instruction and interventions. Due to COVID-19 we have seen tremendous learning loss and this tool provides data to support student growth.

<b>Budgeted Expenditures in SFY 2021</b>	\$900
<b>Budgeted Expenditures in SFY 2022</b>	\$4,400
<b>Budgeted Expenditures in SFY 2023</b>	\$4,400
<b>Budgeted Expenditures in SFY 2024</b>	\$4,400
<b>Total Expenditures</b>	<u>\$14,100</u>

**Status**

Approved

Line Item ID: 434-3-0002

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Federal &amp; Cares Funds

**Account Number**

07

**Function Code**2212 - Instruction and Curriculum  
Development Services**Object Code**

322 - Instructional Services

**Allowable Use**12 - Addressing learning loss among  
students, including vulnerable  
populations.**Please describe the expenditures within the account and how they will address a COVID-19 need**

NWEA MAPP is an evidence based assessment system that provides universal screening for reading, math, and behaviors. This system shows student growth over time compared to nationally normed data. We used this data for core instruction and interventions. Due to COVID-19 we have seen tremendous learning loss and this tool provides data to support student growth.

<b>Budgeted Expenditures in SFY 2021</b>	\$5,700
<b>Budgeted Expenditures in SFY 2022</b>	\$6,563
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$12,263</u>

**Status**

Approved

Line Item ID: 434-3-0003



**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Federal &amp; Cares Funds

**Account Number**

07

**Function Code**2212 - Instruction and Curriculum  
Development Services**Object Code**

322 - Instructional Services

**Allowable Use**12 - Addressing learning loss among  
students, including vulnerable  
populations.**Please describe the expenditures within the account and how they will address a COVID-19 need**

95 % Group is a phonics and reading intervention program that provides targeted research based structured literacy instruction for 1st-6th grades. This instructional tool is used explicitly in the core classrooms as well as interventions. Due to COVID-19 we have seen tremendous learning loss and this tool provides targeted instruction to support student growth.

<b>Budgeted Expenditures in SFY 2021</b>	\$327
<b>Budgeted Expenditures in SFY 2022</b>	\$813
<b>Budgeted Expenditures in SFY 2023</b>	\$16,265
<b>Budgeted Expenditures in SFY 2024</b>	\$6,000
<b>Total Expenditures</b>	<u>\$23,405</u>

**Status**

Approved

Line Item ID: 434-3-0004

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Federal &amp; Cares Funds

**Account Number**

07

**Function Code**2212 - Instruction and Curriculum  
Development Services**Object Code**

322 - Instructional Services

**Allowable Use**12 - Addressing learning loss among  
students, including vulnerable  
populations.**Please describe the expenditures within the account and how they will address a COVID-19 need**

Fountas & Pinnell LLI kits, mini lessons, and guided reading program is a research based instructional resource for literacy. This instructional tool is used explicitly in the core classrooms as well as interventions. Due to COVID-19 we have seen tremendous learning loss and this tool provides targeted instruction to support student growth.

<b>Budgeted Expenditures in SFY 2021</b>	\$1,416
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$980
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$2,396</u>

**Status**

Approved

Line Item ID: 434-3-0005

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Federal &amp; Cares Funds

**Account Number**

07

**Function Code**2212 - Instruction and Curriculum  
Development Services**Object Code**

322 - Instructional Services

**Allowable Use**12 - Addressing learning loss among  
students, including vulnerable  
populations.**Please describe the expenditures within the account and how they will address a COVID-19 need**

Read Naturally is a researched based reading intervention program to help students become fluent readers and make gains in reading comprehension and vocabulary. This program is used in tier 3 interventions. Due to COVID-19 we have seen tremendous learning loss and this tool provides targeted instruction to support student growth. This program not only services students on an IEP but also our students that had tremendous learning loss due to remote learning during the pandemic. This intervention program is backed by evidence and research in a tier 1 study that determines the effectiveness of using teacher modeling, repeated reading, and progress monitoring.

<b>Budgeted Expenditures in SFY 2021</b>	\$1,480
<b>Budgeted Expenditures in SFY 2022</b>	\$1,725
<b>Budgeted Expenditures in SFY 2023</b>	\$1,725
<b>Budgeted Expenditures in SFY 2024</b>	\$1,725
<b>Total Expenditures</b>	<u>\$6,655</u>

**Status**

Approved

**Line Item Comment from KSDE**

Have you looked at the Evidence for ESSA website to evaluate the evidence for Read Naturally? Here is a link if you haven't: <https://www.evidenceforessa.org/programs/reading/read-naturally> I also checked What Works Clearing House and this is a link to the evidence summary for Read Naturally: <https://ies.ed.gov/ncee/wwc/EvidenceSnapshot/407> You might want to take another look to be sure if this is the right intervention or if there is one with more evidence to provide for the needs of your local students being targeted in Tier 3.

Line Item ID: 434-3-0006

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Federal &amp; Cares Funds

**Account Number**

07

**Function Code**2212 - Instruction and Curriculum  
Development Services**Object Code**

322 - Instructional Services

**Allowable Use**12 - Addressing learning loss among  
students, including vulnerable  
populations.**Please describe the expenditures within the account and how they will address a COVID-19 need**

The Sondag system is a comprehensive reading program that provides multi-sensory instruction. This program is used with special education students and tier 3 interventions for students at risk in reading due to remote learning during the pandemic. Due to COVID-19 we have seen tremendous learning loss and this tool provides targeted instruction to support student growth. This program is backed by evidence and research in a tier 1 study that determined the effectiveness of structured literacy that is systematic, explicit, and cumulative.

<b>Budgeted Expenditures in SFY 2021</b>	\$450
<b>Budgeted Expenditures in SFY 2022</b>	\$450
<b>Budgeted Expenditures in SFY 2023</b>	\$450
<b>Budgeted Expenditures in SFY 2024</b>	\$450
<b>Total Expenditures</b>	<u>\$1,800</u>

**Status**

Approved

**Line Item Comment from KSDE**

Looking at both Evidence for Essa <https://www.evidencefoessa.org/programs/reading/sonday-system-0> and What Works Clearinghouse <https://ies.ed.gov/ncee/wwc/Intervention/525>, there does not appear to be evidence for the Sondag system. Perhaps there is a program that has evidence to assist in making the gains that you are looking for?

Line Item ID: 434-3-0007

**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 &amp; Cares Funds

**Account Number**

07

**Function Code**2212 - Instruction and Curriculum  
Development Services**Object Code**

322 - Instructional Services

**Allowable Use**12 - Addressing learning loss among  
students, including vulnerable  
populations.**Please describe the expenditures within the account and how they will address a COVID-19 need**

Learning Without Tears is a researched based approach to early learning and provides instruction for critical skills that prepare our youngest students for kindergarten and beyond. This program is used in both the PK classrooms and early elementary classrooms. Due to COVID-19 we have seen tremendous learning loss and this tool provides targeted instruction to support student growth.

<b>Budgeted Expenditures in SFY 2021</b>	\$1,392
<b>Budgeted Expenditures in SFY 2022</b>	\$1,392
<b>Budgeted Expenditures in SFY 2023</b>	\$1,392
<b>Budgeted Expenditures in SFY 2024</b>	\$1,392
<b>Total Expenditures</b>	<u>\$5,568</u>

**Status**

Approved

**Line Item Comment from KSDE**

Learning Without Tears does not appear on either Evidence for ESSA or the What Works Clearinghouse. You may want to consider if this is the most effective instructional approach.

Line Item ID: 434-3-0008

**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**

Federal &amp; Cares Funds

**Account Number**

07

**Function Code**

2000 - Support Services

**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**

USD 434 partners with Greenbush Education Center. We are members of the specialized learning services consortium. They provide consulting, professional development, and individual student work for social emotional learning needs and behavior interventions. Training and consulting were used to prepare teachers, counselors, and administrators for the social emotional effects to both students and adults because of COVID-19. Santa Fe Trail has built a district wide framework to combat the effect it has had on our schools.

<b>Budgeted Expenditures in SFY 2021</b>	\$20,000
<b>Budgeted Expenditures in SFY 2022</b>	\$20,000
<b>Budgeted Expenditures in SFY 2023</b>	\$15,000
<b>Budgeted Expenditures in SFY 2024</b>	\$10,000
<b>Total Expenditures</b>	<u>\$65,000</u>

**Status**

Approved

Line Item ID: 434-3-0010

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Federal &amp; Cares Funds

**Account Number**

07

**Function Code**2212 - Instruction and Curriculum  
Development Services**Object Code**

322 - Instructional Services

**Allowable Use**12 - Addressing learning loss among  
students, including vulnerable  
populations.**Please describe the expenditures within the account and how they will address a COVID-19 need**

Leader in Me is a school transformation model developed to empower students with leadership skills to thrive in the 21st century. This is a CASEL recognized program that supports SEL and creates positive school culture. COVID-19 has negatively impacted the social and emotional needs of students, staff, and school culture. This program has become the framework for positive school transformation in our elementary school.

<b>Budgeted Expenditures in SFY 2021</b>	\$19,000
<b>Budgeted Expenditures in SFY 2022</b>	\$12,100
<b>Budgeted Expenditures in SFY 2023</b>	\$7,000
<b>Budgeted Expenditures in SFY 2024</b>	\$7,000
<b>Total Expenditures</b>	<u>\$45,100</u>

**Status**

Approved

**Line Item Comment from KSDE**

While The Leader in Me is recognized by CASEL (from studies prior to 2018), this program is not listed in Evidence for ESSA or What Works Clearinghouse. You may want to check the data you are using to determine whether or not you are achieving the SEL outcomes you are working towards.

Line Item ID: 434-3-0011

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Federal &amp; Cares Funds

**Account Number**

07

**Function Code**

1000 - Instruction

**Object Code**

100 - Personal Services - Salaries

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

We have implemented several new positions to help provide support for our students who need additional education and emotional support due to the COVID-19 pandemic. These positions include, a district social worker (\$58,350), 2 counselors (\$107,469), 1 math interventionist (\$60,653) & 1 math & reading interventionist (\$59,641). These employees will focus on students who are classified as At-Risk, students on 504's, IEP's, Tier 2 & 3 on SEL, as well as title students for math and reading. Our social worker is partnering with families that need counseling, drug & alcohol supports, homelessness resources, Harvesters food program, and more.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
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<b>Budgeted Expenditures in SFY 2022</b>	\$0
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<b>Budgeted Expenditures in SFY 2023</b>	\$286,115
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<b>Budgeted Expenditures in SFY 2024</b>	\$300,000
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<b>Total Expenditures</b>	\$586,115
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**Status**

Approved

**Line Item Comment from KSDE**

Please provide further details about what subgroups of students these positions will focus on. How does it qualify for the 20% Set Aside?

Line Item ID: 434-3-0012

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Federal &amp; Cares Funds

**Account Number**

07

**Function Code**

1000 - Instruction

**Object Code**

949 - Summer School

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Evidence suggests that effective summer learning programs have the potential to reduce learning losses through targeted interventions and explicit instruction. These are aligned with the regular school year and play an important role in narrowing the achievement gap. Due to COVID-19, we have seen significant learning loss and therefore have used summer school to extend our intervention program. The expenses in the section will pay for the Interventionists, support staff, and resources needed for Summer School.

During the summer of 2022, we served 127 students identified as at risk in math and reading in grades K-8th grade. 18 teachers were hired over the summer to service the summer school program. Of those numbers, K-3 programming serviced 88 students with 10 Teachers and the 4-8th program serviced 39 students with 8 teachers. In addition to certified teachers, we also hired 6 paraprofessionals, 3 bus drivers, and 1 program coordinator as support staff for the summer learning program. While we hope that our at-risk student number drops we anticipate the same amount of staff needed for summer learning due to the ongoing effects of COVID-19.

In total, we hired 28 employees to run the summer learning program for students in the summer of 2022

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$48,500
<b>Budgeted Expenditures in SFY 2023</b>	\$48,500
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$97,000</u>

**Status**

Approved

**Line Item Comment from KSDE**

Could you provide some clarification on the number of staff this cost covers as well as the number of students who participated in FY2022 and anticipated for FY2023? We have to determine the "reasonableness" of the amount and this further breakdown will help accomplish that.

Line Item ID: 434-3-0013



**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 &amp; Cares Funds

**Account Number**

07

**Function Code**

2620 - Maintenance of Buildings

**Object Code**

460 - Repair of Buildings

**Allowable Use**

13 - School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

We are purchasing upgraded windows for our middle school building. They are no longer performing to the standards required for a safe and healthy learning environment.

These were previously approved by the capital application process this summer. We have the certificate of approval if needed.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
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<b>Budgeted Expenditures in SFY 2022</b>	\$0
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<b>Budgeted Expenditures in SFY 2023</b>	\$46,581
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<b>Budgeted Expenditures in SFY 2024</b>	\$0
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<b>Total Expenditures</b>	\$46,581
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**Status**

Approved

**Line Item Comment from KSDE**

Allowable if meets CDC guidelines.

Line Item ID: 434-3-0014

**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 &amp; Cares Funds

**Account Number**

07

**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**

Santa Fe Trail is upgrading our school facilities to enable the operations of schools and reduce the risk of virus transmissions and exposure to environmental health hazards. This will support student learning, safety, and health.

These were previously approved by the capital application process this summer. We have the certificate of approval if needed.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$98,000
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$98,000</u>

**Status**

Approved

**Line Item Comment from KSDE**

Allowable if meets CDC guidelines.

Line Item ID: 434-3-0015

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Federal and CARES

**Account Number**

07

**Function Code**2212 - Instruction and Curriculum  
Development Services**Object Code**

322 - Instructional Services

**Allowable Use**12 - Addressing learning loss among  
students, including vulnerable  
populations.**Please describe the expenditures within the account and how they will address a COVID-19 need**

Bridges and EnVision Mathematics by Savvas Learning Company and Math Learning Center are evidence-based math series that combine problem-based learning with visual learning. Santa Fe Trail is adopting these math series for K-5 for the 2023 SFY. These programs will be used for core math instruction. Due to COVID-19 we have seen tremendous learning loss and this tool provides targeted instruction to support student growth.

CHANGE: We have added Bridges Math by Math Learning Center due to the adoption process and BOE approval. This change lowered our predicted expenditures. Please see those edits in the budgeted line item.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$15,000
<b>Budgeted Expenditures in SFY 2023</b>	\$61,790
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$76,790</u>

**Status**

Approved

**Line Item Comment from KSDE**

Change Request: Previously approved for \$15,000 SFY 2022 and \$112,000 SFY 2023 (Total \$127,000)

# ESSER III APPLICATION FOR D0482

Status  
Approved

## KSDE Application Comments

KSDE has not confirmed the ESEA Evidence level for 20% set aside activities. Each district is responsible for documenting the evidence base and verifying that it meets the Evidence-Based criteria as defined in ESEA. Please retain a link to the evidence that you are basing this on and which tiers of evidence it meets for future monitoring. Please see this link for more details <https://ies.ed.gov/ncee/wwc/essa>

## Current Directory Information

<b><u>District</u></b>	<b><u>Address</u></b>	<b><u>Mail Address</u></b>
Dighton	710 E Lincoln St, Dighton, KS 678390878	Box 878, Dighton, KS 678390878
<b><u>Superintendent Name</u></b>	<b><u>Superintendent E-mail Address</u></b>	<b><u>Superintendent Phone Number</u></b>
Angela Lawrence	alawrence@usd482.org	(620) 397-2835

## Authorized Representative of the District Information

<b><u>Name</u></b>	<b><u>Position of Title</u></b>	<b><u>E-mail Address</u></b>	<b><u>Phone Number</u></b>
Angela Lawrence	Superintendent	alawrence@usd482.org	(620) 397-2835
<b><u>Other District Representative 1 - Name</u></b>		<b><u>Other District Representative 1 - E-mail Address</u></b>	
Kaylee Martindale		kmartindale@usd482.org	
<b><u>Other District Representative 2 - Name</u></b>		<b><u>Other District Representative 2 - E-mail Address</u></b>	

## Plan for Safe Return

Please paste a direct link of your school district's safe return plan that is posted on your website.

[https://www.usd482.org/565784\\_3](https://www.usd482.org/565784_3)

## Use of Funds for CDC Guidance

How will the funds be used to implement prevention and mitigation strategies that are, to the greatest extent practicable, consistent with the most recent CDC guidance on reopening schools, in order to continuously and safely open and operate schools for in-person learning?

USD 482 plans to make needed repairs to improve the Air Quality in our building on our current HVAC systems with the expectation to help filtrate the air quality to mitigate the spread of all viruses, including Covid 19. The district will also use ESSER III funds to purchase an additional floor scrubber and water bottle fill stations to help with sanitation of our facilities and with the mitigation of the spread of Covid 19.

The district biggest immediate need for the district is to address the learning loss of all subgroups through the development of creating and implementing a robust tiered system of support. The district has engaged staff in professional development on the following topics-the Science of Reading, Trauma Informed Practices, Student Intervention Team process, Curriculum alignment and the social-emotional wellbeing of students and staff. This training has helped the staff develop meaningful programs to address individual student needs and close the learning gaps. The district spent time assessing technology programs and curriculum to address specific learning losses at all levels. These licenses will provide students and teachers with individual skills tailored to students' specific needs and data to support teacher efforts in instructional planning. The district will continue to implement research based interventions. Additionally, with the ESSER III allocation the district has hired an Interventionist to help assist our Tier II and Tier III students.

The district continues to retain a Social-Emotional Counselor to support efforts in meeting the overall health and well being of our students. This counselor is a licensed social worker that meets with individual students and provides group therapy for Pre K-12. This position is instrumental in providing needed emotional support for our students to be academically successful.

The district will continue to offer Premium Pay for the recruitment and retention of all staff.

## Stakeholder Engagement

Engaging in Meaningful Consultation with Stakeholders (Please describe the ways you meaningfully consulted with each group listed below as part of the development of the district ESSER III Plan)

### Students

Students were afforded the opportunity to respond to the stakeholder survey during Hornet Hour the fall of 2022. Over 90% of the students participated in the survey. Overwhelmingly, the students requested more help with core curriculum and work environment experiences. Additionally, the students did talk about the need for social emotional support to address overall health and well-being as it relates to coping with the added pressure and stresses caused by the closure of school, safe return to school and learning loss they experienced.

### Families

All families had an opportunity to participate in a survey that was provided on our Facebook page, on our school website and also at Parent/Teacher Conferences in the fall of 2021. We received approximately 122 responses and the top concerns of families included teacher retention and recruitment, HVAC air quality and enhanced cleaning and sanitation of all district facilities to help mitigate the spread of Covid 19. Focus groups of families emphasized to the District the importance of keeping students in school with face to face instruction.

### School and District Administrators including Special Education Administration

The Superintendent and Building Principals reviewed the survey data and consulted with the Director of our Special Education Cooperative (SKACD 613) to determine the priorities of the district. These conversations revealed that the district could benefit from professional development for all staff to enhance our tiered system of support for student learning, evaluate the core curriculum, improve student engagement and engage staff in professional development regarding Trauma Informed Practices, Student Improvement Team process, the Science of Reading and training on how to administer and analyze the results of Fastbridge.

### Teachers, Principals, School leaders, other Educators, School Staff and their Unions

USD 482 required each Teacher, Administrator, Paraprofessional, Custodians, Food Service and Bus Drivers complete this survey. USD 482 provided staff the time to complete this survey at an Inservice on January 4th, 2022. The Board of Education and Administration did engage in conversations with the Dighton Teachers Association during negotiations regarding teacher retention and recruitment possibilities including additional compensation upon the safe reopening of schools. The BOE completed this survey in the fall of 2021.

### Tribes

There is no Tribal property within the boundary of District 482. However, our survey results indicated that three participants identified as this subgroup. The stakeholder subgroup indicated that enhancements to our Core Curriculum that was culturally aware of this population is extremely important.

### **Civil Rights Organization including Disability Rights Organizations**

We contacted the Kansas Action for Children for their suggestions regarding our ESSER III application and any suggestions that they might have regarding the Civil Right of children.- Below are the suggestions that were provided.

#### Early Learning & Child Care

Research clearly shows that when children participate in high quality child care and early learning opportunities, they are more prepared to enter kindergarten ready to continue learning. They also have better health outcomes, extending into adulthood. So, I suggest considering how ESSER funds could support programming for 3- and 4-year-olds so that they're less likely to fall behind academically.

You might be considering retention pay for teachers and staff. Another way to retain staff could be making sure they have child care so that they can be the best, most focused teachers possible during the pandemic. We know that child care is the root of many workforce challenges right now—people can't find it and when they do, it's unaffordable.

#### Family Support & Nutrition

For your plan, consider the home environment to which students return. Can they put food on the table? Can they pay utilities or afford rent? Do they need support from a social worker? Students will perform better academically when they're not hungry and worried about their home life. The stress created by financial insecurity can be enormous for everyone in the family.

Does your food service program need to change in response to the pandemic? I know the USDA allowed all kids to access free breakfast and lunch until recently, but are there other considerations that help address food security with students and their parents?

Those are the issues that seem top of mind for me.

I hope this helps! Please don't hesitate to reach back out if we can help further.

Jessica Herrera Russell

Senior Communications Manager

jessica@kac.org

Kansas Action for Children

### **Stakeholders representing the interests of children with disabilities, English Learners, children experiencing homelessness, children in foster care, migratory students, children who are incarcerated, and other underserved students**

Survey results were reported for the following subgroups were identified as their ESSER III preferences:

Children with Disabilities-there were eight responses in this subgroup. Their preferences included private tutoring and more 1:1 instruction for students. Additionally, we spoke with our SPED teachers and they recommended the following: Hiring more paraeducators to help facilitate more 1:1 instruction.

ELL-There were five responses from stakeholders to our survey and their preferences included Bilingual Education/instructor and the availability of Tutoring or Afterschool programs. Additionally we spoke to teachers with the ESOL endorsement and they all recommended that the district continue to actively pursue hiring an ELL certified instructor to meet the needs of this population

Children experiencing Homelessness-There were two responses from representatives of this subgroup and their preferences include Tutoring and more 1:1 assistance for this subgroup. In conversations with Focus Groups regarding student Homelessness the district worked with local churches and philanthropic organizations to create and stock a school wide food pantry for student use.

Children in Foster Care-there were three survey responses representing this subgroup. Their preferences included in person learning for all students and hands on learning, and Educators on site face to face.

Migrant-We had two survey responses representing this subgroup. Their preferences included Bilingual Education, in person learning and additional paraeducator support.

Children that are Incarcerated-We have 0 incarcerated students at this time.

### **Provide the public the opportunity to provide input and take such input into account**

USD 482 made a concerted effort to reach all stakeholder groups through the use of a Google Survey that we posted on our website as well as, our Facebook page with the survey link. We included a special post on both our facebook page and website that allowed for public to pick up a hard copy of the survey if they were not comfortable completing the survey on line. The results from the paper surveys was included in the analysis of our data. We also did a robo call through our SIS that provided a link to the stakeholder engagement survey.

We received 26 community survey responses total. The community responses to the survey indicated a preference of providing a core curriculum and adequately preparing students for post secondary success.

## **Use of Funds for Learning Loss Set Aside and The Rest of The Allocation**

**Please briefly describe the impacts of COVID-19 on the district and its Pre-K through 12 students, including any relevant data where possible (e.g., cost impact, learning loss, emotional impact on students). If there has been a disproportionate impact on a special population in the district (e.g., students with disabilities, English Learners, students in foster care, students in poverty, etc.), please describe the impact and provide the number of Pre-K through 12 students in that population.**

It is very evident to USD 482 staff and administration that Covid 19 impacted all of our students in some way. USD 482 had an enrollment of 236 students Pre K-12. At the beginning of the closure of schools, the district was not fully equipped for all students Pre K-12 to have a device that was suitable for remote learning. The district continues to assess the number of suitable devices for student learning. The district did acquire additional devices and hot spots to provide 1:1 devices and connectivity to all students Pre K-12.

It was realized during the Safe Return to school in the fall of 2020, that all students were impacted in some way either socially, emotionally or mentally, or in some cases all areas. It was quickly discovered through normal assessment protocols that the learning loss among all levels of students was very prominent. This testing allowed teachers to design instruction tailored to individual needs of students and evaluate current curriculum, resources and instructional practices. The learning loss for all students is being addressed through the implementation of a Tiered System of Support with research based interventions, additional educator support including an Interventionist. Students needing additional instruction to address learning deficits, were provided services through tutoring before and after school and during staff plan periods.

Since the safe reopening of schools, the district enrollment continues to grow from 236 students (PreK-12) in 2020 to 261 PreK-12 students as of September 20, 2022.

The district does continue to notice the impact of Covid 19 as it relates to the learning loss and the social and emotional health and well-being not only to the identified subgroups but to the new comers to our district as well.

The data from our KCTC survey indicates that students are struggling with multiple issues that are impacting their mental health. Students report much more anxiety which leads to self medicating through increased alcohol usage, increased drug usage (both prescription and illegal), self-harm and increase in suicidal ideation. Many students are seeking counseling from outside agencies in addition to the services we are able to provide from our staff. These heightened behaviors in students also lead to extra stress for classroom teachers and staff. Staff mental health well-being and teacher burnout because of the additional stress they are experiencing coping with students and maintaining their own health is a very big concern for the district.

**How the LEA will use the funds it reserves under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year? (Provide specific references to evidence-based interventions that meet one of the four tiers of evidence, as defined in Sec. 8101(21) of ESEA)**

The 20 % set aside for Learning Loss will be used to purchase our progress monitoring and screening software (Fastbridge) and software intervention programs for our Tier II and Tier III students as well as subgroups identified with learning loss. Additionally, we hired an Interventionist to support and meet the needs of students with learning loss.

**How the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act?**

The District will use the remaining ARP ESSER funds for the needed HVAC Repairs to improve Air Quality; additionally, the district will purchase a SEL Curriculum and hire an SEL Counselor and pay her salary to improve the safety, well-being and overall, general health of all subgroups. Finally, the district will purchase a floor scrubber and Water Bottle Fill Stations to replace existing water fountains. The purchase of these two items will help improve the overall sanitation and cleanliness and mitigation of the spread of the Covid 19 virus.

**How the LEA will ensure that the interventions it implements, including but not limited to the interventions under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time, will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students disproportionately impacted by the COVID–19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students.**

The district will analyze Fastbridge data with progress monitoring and screening. We will monitor the number of students needing Tier II and Tier III support and provide a robust Tiered System of Support including research based interventions to help decrease the number of Tier II and Tier III students.

The district will analyze the data from the annual KCTC survey and data from SABERS SEL survey of students. The analysis of this data will provide a clear picture of students' health and well being. Information received from these sources will allow the District to provide services and support to those students through the use of our SEL Counselor and provide our staff additional professional development in specific areas of need as revealed by the data.

The facilities expenditures (HVAC repairs, Water bottle filler stations and Floor Scrubber) will be used to improve the Air Quality and sanitation of all facilities and will be measured by the reduction in Absenteeism of students and staff due to sickness caused by Covid 19.



## Allocations

	Direct Allocation	True Up Allocation	Total Allocation		20% Minimum
ESSER III Allocations	\$278,253	\$0	\$278,253	ESSER III Allocations	\$55,651
Approved Total	\$176,779	\$0	\$176,779	Approved Total	\$99,992
Amount Left	\$101,474	\$0	\$101,474	Amount Still Needed	\$0
In Review Total	\$101,474	\$0	\$101,474	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
482-3-0004	Direct	False	2600	600	7	\$3,061	Task Force Review
482-3-0006	Direct	False	2600	719	14	\$98,413	Task Force Review
482-3-0007	Direct	False	1000	151	16	\$13,000	Approved
482-3-0008	Direct	False	2113	340	9	\$14,000	Approved
482-3-0009	Direct	False	2120	110	10	\$41,007	Approved
482-3-0005	Direct	True	1000	110	12	\$62,140	Approved
482-3-0001	Direct	True	1000	735	12	\$35,772	Approved
482-3-0002	Direct	True	1000	735	12	\$2,080	Approved
482-3-0003	Direct	False	2600	600	7	\$8,780	Approved

## Line Item Details

Line Item ID: 482-3-0004

**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 Fund

**Account Number**

89

**Function Code**

2600 - Operation and Maintenance of Plant Services (All except Transportation)

**Object Code**

600 - SUPPLIES AND MATERIALS

**Allowable Use**

7 - Purchasing supplies to sanitize and clean LEA and school facilities.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Purchase water bottle fillers/drinking fountain replacement to reduce the spread of Covid 19 virus (5 units at \$800)

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$3,061**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$3,061**Status**

Task Force Review

**Line Item Comment from KSDE**

Allowable if meets CDC guidelines

Line Item ID: 482-3-0006

**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 Fund

**Account Number**

89

**Function Code**

2600 - Operation and Maintenance of Plant Services (All except Transportation)

**Object Code**

719 - All Other Improvements

**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**

Repair by purchasing parts and labor to an existing HVAC system to improve Air Quality as it relates to Covid 19

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$98,413**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$98,413**Status**

Task Force Review

**Line Item Comment from KSDE**

Allowable if meets CDC guidelines.

Line Item ID: 482-3-0007

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III Fund

**Account Number**

89

**Function Code**

1000 - Instruction

**Object Code**

151 - Additional compensation paid to teachers

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Premium pay for the retention and recruitment of employees (60 staff) including employer costs at a rate of \$500/certified employee.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$6,500
<b>Budgeted Expenditures in SFY 2024</b>	\$6,500
<b>Total Expenditures</b>	<u>\$13,000</u>

**Status**

Approved

Line Item ID: 482-3-0008

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III Fund

**Account Number**

89

**Function Code**

2113 - Social Work Services

**Object Code**

340 - Other Professional Services

**Allowable Use**

9 - Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Purchase SEL curriculum to assist students with the overall well being and health as it impacts learning due to Covid 19. The SEL curriculum that will be purchased and implemented PreK-12 is 7 Mindsets.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$7,000
<b>Budgeted Expenditures in SFY 2024</b>	\$7,000
<b>Total Expenditures</b>	<u>\$14,000</u>

**Status**

Approved

Line Item ID: 482-3-0009

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III Fund

**Account Number**

89

**Function Code**

2120 - Guidance Services

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

10 - Providing mental health services and supports.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Hire a SEL Counselor to assist student with the overall well being and health as it impacts their learning and success related to Covid 19

<b>Budgeted Expenditures in SFY 2021</b>	\$0
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<b>Budgeted Expenditures in SFY 2022</b>	\$0
--	-----

<b>Budgeted Expenditures in SFY 2023</b>	\$20,503
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<b>Budgeted Expenditures in SFY 2024</b>	\$20,504
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<b>Total Expenditures</b>	<u>\$41,007</u>
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**Status**

Approved

Line Item ID: 482-3-0005

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III Fund

**Account Number**

89

**Function Code**

1000 - Instruction

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Hire an Interventionist to support students with learning loss- due to Covid 19 this includes migrant, ELL and Tier II and Tier III students.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
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<b>Budgeted Expenditures in SFY 2022</b>	\$0
--	-----

<b>Budgeted Expenditures in SFY 2023</b>	\$31,070
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<b>Budgeted Expenditures in SFY 2024</b>	\$31,070
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<b>Total Expenditures</b>	<u>\$62,140</u>
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**Status**

Approved

Line Item ID: 482-3-0001

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III Fund

**Account Number**

89

**Function Code**

1000 - Instruction

**Object Code**

735 - Technology -Related Software

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Purchase Intervention Software to support learning loss that was caused by the pandemic for our Tier II and Tier III students including students with Disabilities, ELL students, and Migrant students. IXL license, Accelerated Reader and STAR, LEXIA and ZEARN

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$17,886
<b>Budgeted Expenditures in SFY 2024</b>	\$17,886
<b>Total Expenditures</b>	<u>\$35,772</u>

**Status**

Approved

Line Item ID: 482-3-0002

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III Fund

**Account Number**

89

**Function Code**

1000 - Instruction

**Object Code**

735 - Technology -Related Software

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Purchase FastBridge to determine student learning loss caused by the Pandemic

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$1,040
<b>Budgeted Expenditures in SFY 2024</b>	\$1,040
<b>Total Expenditures</b>	<u>\$2,080</u>

**Status**

Approved

Line Item ID: 482-3-0003

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III Fund

**Account Number**

89

**Function Code**

2600 - Operation and Maintenance of Plant Services (All except Transportation)

**Object Code**

600 - SUPPLIES AND MATERIALS

**Allowable Use**

7 - Purchasing supplies to sanitize and clean LEA and school facilities.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Purchase a floor scrubber to mitigate Covid 19 virus within our facilities and was a priority of our parent sub group

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$8,780
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$8,780</u>

**Status**

Approved

# ESSER III APPLICATION FOR D0490

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>
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](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**

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Engaging in Meaningful Consultation with Stakeholders (Please describe the ways you meaningfully consulted with each group listed below as part of the development of the district ESSER III Plan)

### **Students**



In developing our ESSER plan, we conducted 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		20% Minimum
ESSER III Allocations	\$3,372,166	\$0	\$3,372,166	ESSER III Allocations	\$674,434
Approved Total	\$2,360,809	\$0	\$2,360,809	Approved Total	\$927,159
Amount Left	\$1,011,357	\$0	\$1,011,357	Amount Still Needed	\$0
In Review Total	\$526,500	\$0	\$526,500	In Review Total	\$116,500
Amount Left	\$484,857	\$0	\$484,857	Amount Still Needed	\$0

## Line Items

ID	Allocation Type	Learning Loss	Function Code	Object Code	Allowable Use	Total Expenditures	Status
490-3-0036	Direct	True	1000	100	12	\$100,000	Task Force Review
490-3-0037	Direct	True	1000	200	12	\$16,500	Task Force Review
490-3-0038	Direct	False	2200	100	3	\$410,000	Task Force Review
490-3-0001	Direct	False	2600	100	14	\$20,000	Approved
490-3-0002	Direct	False	2600	200	14	\$1,800	Approved
490-3-0003	Direct	False	1000	300	3	\$15,000	Approved
490-3-0004	Direct	False	1000	100	3	\$5,000	Approved
490-3-0005	Direct	False	1000	200	3	\$500	Approved
490-3-0006	Direct	True	1000	300	6	\$146,300	Approved
490-3-0007	Direct	False	1000	600	12	\$50,000	Approved
490-3-0008	Direct	True	1000	100	12	\$235,000	Approved
490-3-0009	Direct	True	1000	200	12	\$50,622	Approved
490-3-0010	Direct	True	1000	600	12	\$60,000	Approved
490-3-0011	Direct	True	1000	100	12	\$36,500	Approved
490-3-0012	Direct	True	1000	200	12	\$3,650	Approved
490-3-0013	Direct	False	2213	330	16	\$660,000	Approved
490-3-0014	Direct	False	2213	200	16	\$6,600	Approved
490-3-0016	Direct	True	1000	100	12	\$125,000	Approved
490-3-0017	Direct	True	1000	200	12	\$25,322	Approved
490-3-0018	Direct	False	1000	300	3	\$25,000	Approved
490-3-0019	Direct	False	1000	100	3	\$100,000	Approved
490-3-0020	Direct	False	1000	200	3	\$23,000	Approved
490-3-0021	Direct	False	1000	100	3	\$450,500	Approved
490-3-0022	Direct	False	1000	200	3	\$40,550	Approved
490-3-0023	Direct	True	1000	100	12	\$4,000	Approved
490-3-0024	Direct	True	1000	200	12	\$360	Approved
490-3-0030	Direct	False	2200	200	10	\$35,700	Approved
490-3-0031	Direct	True	1000	100	12	\$120,000	Approved
490-3-0032	Direct	True	1000	200	12	\$12,000	Approved
490-3-0033	Direct	True	1000	600	12	\$32,800	Approved

490-3-0034	Direct	True	1000	600	12	\$35,700	Approved
490-3-0035	Direct	True	1000	700	12	\$39,905	Approved

## Line Item Details

Line Item ID: 490-3-0036

**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**

Summer Services

**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 and math to allow for more intensive interventions with our special populations. Provide summer instruction for students who have demonstrated learning loss.

K-12 summer school instructors (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** \$100,000

**Status**

Task Force Review

**Line Item Comment from KSDE**

New Line Item

Line Item ID: 490-3-0037



**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**

Summer Services

**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 and math to allow for more intensive interventions with our special populations. Provide summer instruction for students who have demonstrated learning loss.

K-12 summer school instructors (\$8,250/year for 2 years): District Benefits

<b>Budgeted Expenditures in SFY 2021</b>	\$0
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<b>Budgeted Expenditures in SFY 2022</b>	\$0
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<b>Budgeted Expenditures in SFY 2023</b>	\$8,250
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<b>Budgeted Expenditures in SFY 2024</b>	\$8,250
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<b>Total Expenditures</b>	<u>\$16,500</u>
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**Status**

Task Force Review

**Line Item Comment from KSDE**

New Line Item

Line Item ID: 490-3-0038

**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**

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**

3 - Providing principals and other school leaders with resources to address individual school needs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Mental health staff and Family support staff will support students by addressing the SEL and behavioral needs which are impacting the child's ability to learn. Staff will also work with students and families to engage in school including school attendance and career planning

Social/Emotional - Community Engagement Coordinator (\$80,000/year for 2 years): District Salary

Social/Emotional - Student Engagement Coordinator (\$60,000/year for 2 years): EHS Salary

Mental Health Services- Social Worker (\$50,000/year for 1 years): District Salary

Mental Health Services- Behavior Specialist (\$80,000/year for 1 years): District Salary

**Budgeted Expenditures in SFY 2021** \$0

**Budgeted Expenditures in SFY 2022** \$0

**Budgeted Expenditures in SFY 2023** \$140,000

**Budgeted Expenditures in SFY 2024** \$270,000

**Total Expenditures** \$410,000

**Status**

Task Force Review

**Line Item Comment from KSDE**

New Line Item

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** \$20,000**Status**

Approved

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**

Approved

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**

Approved

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**

Approved

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**

Approved

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 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**

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)

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$73,150
<b>Budgeted Expenditures in SFY 2024</b>	\$73,150
<b>Total Expenditures</b>	<u>\$146,300</u>

**Status**

Approved

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

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$50,000
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$50,000</u>

**Status**

Approved

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.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
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<b>Budgeted Expenditures in SFY 2022</b>	\$0
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<b>Budgeted Expenditures in SFY 2023</b>	\$117,500
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<b>Budgeted Expenditures in SFY 2024</b>	\$117,500
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<b>Total Expenditures</b>	<u>\$235,000</u>
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**Status**

Approved

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.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
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<b>Budgeted Expenditures in SFY 2022</b>	\$0
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<b>Budgeted Expenditures in SFY 2023</b>	\$25,311
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<b>Budgeted Expenditures in SFY 2024</b>	\$25,311
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<b>Total Expenditures</b>	<u>\$50,622</u>
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**Status**

Approved

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.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
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<b>Budgeted Expenditures in SFY 2022</b>	\$0
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<b>Budgeted Expenditures in SFY 2023</b>	\$60,000
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<b>Budgeted Expenditures in SFY 2024</b>	\$0
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<b>Total Expenditures</b>	<u>\$60,000</u>
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**Status**

Approved

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.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$18,250
<b>Budgeted Expenditures in SFY 2024</b>	\$18,250
<b>Total Expenditures</b>	<u>\$36,500</u>

**Status**

Approved

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.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
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<b>Budgeted Expenditures in SFY 2022</b>	\$0
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<b>Budgeted Expenditures in SFY 2023</b>	\$1,825
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<b>Budgeted Expenditures in SFY 2024</b>	\$1,825
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<b>Total Expenditures</b>	<u>\$3,650</u>
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**Status**

Approved

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.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
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<b>Budgeted Expenditures in SFY 2022</b>	\$0
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<b>Budgeted Expenditures in SFY 2023</b>	\$330,000
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<b>Budgeted Expenditures in SFY 2024</b>	\$330,000
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<b>Total Expenditures</b>	<u>\$660,000</u>
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**Status**

Approved

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).

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$3,300
<b>Budgeted Expenditures in SFY 2024</b>	\$3,300
<b>Total Expenditures</b>	<u>\$6,600</u>

**Status**

Approved

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.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$62,500
<b>Budgeted Expenditures in SFY 2024</b>	\$62,500
<b>Total Expenditures</b>	<u>\$125,000</u>

**Status**

Approved

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.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$12,661
<b>Budgeted Expenditures in SFY 2024</b>	\$12,661
<b>Total Expenditures</b>	<u>\$25,322</u>

**Status**

Approved

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 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**

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.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$12,500
<b>Budgeted Expenditures in SFY 2024</b>	\$12,500
<b>Total Expenditures</b>	<u>\$25,000</u>

**Status**

Approved

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 &amp; Career Specialist 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**

Support students in accessing additional post-secondary opportunities regardless of learning loss

New position: College &amp; 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**

Approved

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 &amp; 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**

Approved

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.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$225,250
<b>Budgeted Expenditures in SFY 2024</b>	\$225,250
<b>Total Expenditures</b>	\$450,500

**Status**

Approved

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.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$20,275
<b>Budgeted Expenditures in SFY 2024</b>	\$20,275
<b>Total Expenditures</b>	\$40,550

**Status**

Approved

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.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
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<b>Budgeted Expenditures in SFY 2022</b>	\$0
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<b>Budgeted Expenditures in SFY 2023</b>	\$2,000
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<b>Budgeted Expenditures in SFY 2024</b>	\$2,000
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<b>Total Expenditures</b>	<u>\$4,000</u>
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**Status**

Approved

Line Item ID: 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.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
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<b>Budgeted Expenditures in SFY 2022</b>	\$0
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<b>Budgeted Expenditures in SFY 2023</b>	\$180
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<b>Budgeted Expenditures in SFY 2024</b>	\$180
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<b>Total Expenditures</b>	<u>\$360</u>
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**Status**

Approved

Line Item ID: 490-3-0030



**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**

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.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
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<b>Budgeted Expenditures in SFY 2022</b>	\$0
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<b>Budgeted Expenditures in SFY 2023</b>	\$17,850
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<b>Budgeted Expenditures in SFY 2024</b>	\$17,850
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<b>Total Expenditures</b>	<u>\$35,700</u>
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**Status**

Approved

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

<b>Budgeted Expenditures in SFY 2021</b>	\$0
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<b>Budgeted Expenditures in SFY 2022</b>	\$0
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<b>Budgeted Expenditures in SFY 2023</b>	\$60,000
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<b>Budgeted Expenditures in SFY 2024</b>	\$60,000
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<b>Total Expenditures</b>	<u>\$120,000</u>
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**Status**

Approved

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**

Approved

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**

Approved

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.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$17,850
<b>Budgeted Expenditures in SFY 2024</b>	\$17,850
<b>Total Expenditures</b>	<u>\$35,700</u>

**Status**

Approved

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**

Approved

# ESSER III APPLICATION FOR D0499

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>
Galena	702 E. 7th Street, Galena, KS 66739	702 E. 7th Street, Galena, KS 66739
<u>Superintendent Name</u>	<u>Superintendent E-mail Address</u>	<u>Superintendent Phone Number</u>
Trey Moeller	trey.moeller@galena499.org	(620) 783-4499

## Authorized Representative of the District Information

<u>Name</u>	<u>Position of Title</u>	<u>E-mail Address</u>	<u>Phone Number</u>
Dr. Trey Moeller	Superintendent	trey.moeller@galena499.org	(620) 783-4499

## 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.usd499.org/vimages/shared/vnews/stories/61b8ce0eadeff/Galena%20%23499%202021-2022%20Health%20Protocols%202.18.22.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?**

ESSER II funds will be used to prepare the Galena USD #499 for a variety of scenarios so we can provide learning opportunities for our students in a safe and educationally sound fashion.

General School Operations Statement

Safely operating in our communities and in our schools requires the accumulation of "small," individual choices we all make to responsibly address the physical, social and emotional wellness of ourselves, our loved ones and others in the community. As such, in all circumstances, we will continuously consult with the Cherokee County Health Department and engage in a principle based approach to developing recommended habits of healthy choices that may include, but are not limited to...

Self-monitoring physical indicators of wellness  
Social distancing  
Use of PPE's (including masks)  
Responsible hygiene practices such as hand washing and sanitizing  
Maintaining Healthy and Safe Facilities  
Greeting others respectfully

Though there will be rules that may change based on a variety of circumstances, rather than a set of rules to follow, we hope

to help all individuals develop as critical thinkers and decision makers. We are asking every one of our employees and students to help with prevention efforts.

### General Instructional Opportunities Statement

We will continuously build capacity as an educational system to flexibly adjust to potential interruptions in the instructional process while meeting individual student learning needs throughout the year. As we consider possible scenarios for meeting the instructional and learning needs of all students, we provide multiple engagement opportunities (including but not limited to On-Site) that promote both Academic and Social Emotional Learning. Additionally, moving forward, students will have increased access to on-site licensed counseling.

### General Safety Measures

All procedures and practices related to pandemic related safety measures will be based on ongoing consultation with the Cherokee County Health Department (CCHD).

### Overview

Guidelines will be in place for On-Site Learning in Galena USD #499. With a priority being the health and wellness of students, staff, and patrons, these measures may be updated or changed as new information becomes available. Information from the Cherokee County Health Department (CCHD), KSDE, KDHE, the American Academy of Pediatrics (AAP) and the Center for Disease Control (CDC) will continue to be considered to guide the decision making process.

### Guiding Principle

The guiding principle for the safe operation of schools will be one of risk-reduction. Knowing that 100% risk-elimination under the current situation of the pandemic is not possible, several protocols will be put in place to reduce the risk of virus transmission so schools can open for students and parents. However, any human interaction during a pandemic situation carries with it some degree of risk of virus transmission.

### Key Objectives

To provide, as conditions allow, a positive learning experience for our students, while providing a reasonable risk reduction strategy for all.

### General Information

Guidelines, protocols, resources, information and education will be provided according to the latest recommendations of Cherokee County Health Department (CCHD), KSDE, KDHE, the American Academy of Pediatrics (AAP) and the Center for Disease Control (CDC). Topics addressed will include but may not be limited to...

"social distancing" or "physical distancing"

Large group assemblies

Infection prevention

Student/Staff/Parent Responsibilities

Periodic School Closures

Visitors

Student Arrival and dismissal

Cafeteria

Facilities

Classrooms

Transitions

Recess

Electives/Exploratory Classes

Use of Technology

Students with Special Needs

Student Illness

Staff Members Health and Safety Precautions  
Symptoms of COVID-19  
Screening and Vaccinations  
Test to Stay and Learn protocols  
Isolation for a Positive Case  
Contact Tracing  
Protocol for Students or Staff Who Test Positive  
Transportation  
Crisis Response & Drills  
Virtual Education

## Stakeholder Engagement

Engaging in Meaningful Consultation with Stakeholders (Please describe the ways you meaningfully consulted with each group listed below as part of the development of the district ESSER III Plan)

### Students

In developing our ESSER plan, we conducted a survey and hosted focus groups with student leadership groups to determine their highest levels of need for pandemic related instruction and support. The following supports received the most interest from our students:

Develop Civic Engagement Opportunities

Develop and enforce policies regarding healthy choices (in particular vaping)

Develop educational program for students who have violated rules related to developing the habits of making healthy choices

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:

Design a discipline grid that reflects more than just punitive consequences; incorporate restorative practices that address educational and SEL issues of students

Develop Summer Programs that encourage student participation and meet social, academic and emotional needs of students

Continue to emphasize improvements to Individual Plans of Study to meet social, academic and emotional needs of students

Safely transporting students

Class size reduction

Safe Student participation in activities like band

Sanitized facilities

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.

**Need:** In consultation between the district and the SEK Interlocal, both entities recognize needs and priorities of learning loss, and an increase in psychosocial issues, for disabled students directly related to the pandemic and subsequent school closure and disruptions. Specifically:

\*School Closure and Remote Instruction implemented for students created learning loss for some students, especially those who require extra academic assistance, benefit from direct peer modeling, or whose instruction requires differentiation and individualization. Students with health disabilities have been especially impacted.

\*Disruptions in access to peers, structured educational environments, and behavioral supports have increased the intensity and need for social emotional supports for many students including students with disabilities.

**Priorities:** The district and SEK Interlocal acknowledge that utilizing ESSER III dollars to support the following types of extra supports would benefit not only students with disabilities, but all students:

\*Expanded learning opportunities such as after school programs and summer school programs to provide enriched learning opportunities.

\*Increased professional and staffing increases to expand access and support for individualized learning. This may require increased cost of funding to raise compensation levels in effort to compete with a human resource shortage.

\*Programs and resources to support students and families experiencing social-behavioral issues. This could include school-wide behavioral supports, and increased access to staff trained to address these needs.

\*Activities or implementation of best practices related to health and wellness such as increased nursing staff, health education and exercise programs. Modifications to the school environment and use of advancements to promote air quality and a sanitary environment.

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 ( all staff; surveys sent to all staff members who responded anonymously and all staff members participate in the faculty meetings in which these topics are surfaced), students, parents, administration and state organizations. Our plans are reflective of those various conversations. Highlights of these collaborative conversations include:

Additional personnel support for academic intervention

Additional behavioral support and interventions

Additional instructional materials and resources (software, textbooks, curriculum, etc.)

Expanded outside social and emotional / mental health services

Smaller class size

Sanitized spaces

## **Tribes**



In a review of our student information system, we identified 57 students who reported as members of a tribe. During a focus group meeting with these students and their parents, they indicated the following strategies would be of the greatest benefit to them:

We are looking to improve our discipline grid by adding strategies to help students that may be making unhealthy choices that may lead to becoming addicted to vaping.

They have helped by suggesting strategies for healthy rules enforcement.

Vocational programs and will be speaking with other students to help spread the word

Design a discipline grid that reflects more than just punitive consequences; incorporate restorative practices that address educational, SEL issues of students

Continue to emphasize improvements to Individual Plans of Study to meet social, academic and emotional needs of students

Our ESSER plan includes these suggestions based on their feedback to best meet the needs of our students.

### **Civil Rights Organization including Disability Rights Organizations**

We reached out to the civil rights Disability Rights Center of Kansas in our state/region to seek feedback regarding suggestions to best meet the needs of our students. The Disability Rights Center of Kansas supports schools in Kansas which are trying to obtain additional educational supports and services to address the loss in learning by students, particularly students with disabilities, due to the covid pandemic. DRC is the officially designated protection and advocacy organization in Kansas for individuals with disabilities. They are a private non-profit which provides legal advocacy services to clients on a variety of disability rights issues, including education issues encountered by students with disabilities. We received responses from Disability Rights Center of Kansas and they offered the following suggestions:

Disabilities often create an additional barrier to making progress. Additional supports and services, such as summer enrichment programs and after school tutoring, are necessary to give students with disabilities a better opportunity to stop the slide in their educational progress due to the pandemic.

Our ESSER plan includes these suggestions based on this feedback to best meet the needs of our students.

### **Stakeholders representing the interests of children with disabilities, English Learners, children experiencing homelessness, children in foster care, migratory students, children who are incarcerated, and other underserved students**

We reached out to the organizations in our state/region to seek feedback regarding suggestions to best meet the needs of our students that represent the various subgroups. We were able to visit with representatives (specifically, Jeff Schroeder) of the Kansas Council on Developmental Disabilities (KCDD) and they offered the following suggestions:

Hosts transition fairs

Families Together group, awareness, employment

Hosting Life Courses training

Groups to reach out to a CDDO, Skill, Class Voc. Rehab

Benefits counseling

Our ESSER plan includes these suggestions based on this feedback to best meet the needs of our students

Additionally, as a small school, we maintain personal relationships with parents and solicit individual feedback during Parent-Teacher conferences, individual conversations, and cross sectional representation on our site councils. We have worked closely with our students, parents and stakeholders representing the subgroup populations that are actually represented in our student body (specifically stakeholders representing children with disabilities, children experiencing homelessness, children in foster care and underserved students in our school district) in developing our ESSER support plan. We have also conducted surveys. Through those surveys and conversations, it was clear that the following supports were most needed.

Summer enrichment

After school tutoring

Development of Digital Learning Units for increased accessibility

Additional personnel support for academic intervention

Additional behavioral support and interventions

Additional instructional materials and resources (software, textbooks, curriculum, etc.)

Expanded outside social and emotional / mental health services

Safe student transportation

Student participation in extra-, co-, and vocational education opportunities.

Class Size reduction

You will see that these suggestions are reflective in the plan we developed.

### **Provide the public the opportunity to provide input and take such input into account**

We have worked closely with our families in developing our ESSER support plan. Our building and district leadership team has conducted parent/community surveys, site council committees, planning sessions with community leaders such as the mayor and county representatives to develop a wholistic approach to 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.**

Evidence of the negative impact of COVID-19 on the district and our Pre-K through 12 students can be recognized in the progress monitoring data collected locally through Renaissance STAR assessments, Dibels, NWEA, IXL and locally developed assessments targeting specific learning standards. The district has selected Canvas as our LMS and it is crucial for progress monitoring, MTSS interventions, and remote learning.

Indicators of the increased challenges regarding the social emotional learning and emotional well being of students include an increase in the number of student office visits, required outside resources for families and students, referrals to Spring River Mental Health for licensed professional counseling, the need for home outreach, student attendance rates and requests from families in need of food and basic supplies. School is a safe place and provides the needed structures for student emotional support. For many of our students being separated from friends and teachers was overwhelming.

The majority of our students' academic and SEL needs have been impacted by the pandemic. With approximately 50% of our students on Free Lunches and another 20% on Reduced Lunches (prior to the everyone is free status), the pandemic circumstances have increased the impact of poverty upon our students. Our parents do not have the resources to provide digital tools for their children so the already significant "digital divide" in our community exploded; exasperating the need to provide technological tools and resources for our students. Moving to Canvas as an LMS required our teachers to learn new instructional technology skills. We implemented an Instructional Technology Support Team to support teachers in use of technology. After taking that step it became apparent that we needed to add an instructional position this year to improve our overall use of the LMS and provide expertise in technology integration of our on-site instruction. The other duty of that position will be to develop mini-programs to support our parents as they also become digital learners.

**How the LEA will use the funds it reserves under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year? (Provide specific references to evidence-based interventions that meet one of the four tiers of evidence, as defined in Sec. 8101(21) of ESEA)**

ESSER III Education funding will provide additional staff, technology and resources to provide safe, impactful, flexible and customized learning opportunities for all students. Ongoing and future efforts to recoup learning loss due to COVID-19 and support students on their path to being successful graduates include (but not limited to) credit recovery for high school students, PreK-12 summer programs in June and July, providing a digitally organized learning environment and providing evidence-based resources in reading and mathematics. Instructional support provided by ESSER funded instructional coaches

The Science of Reading and Structured Literacy Reading are the foundations of all instructional supports and materials provided through the ESSER funds.

ESSER III expenditures would also include providing extra special education services to students with disabilities. Remote learning has impacted many of their IEP goals and there is a need to recoup learning losses. Funds would be appropriated to provide services during remote learning due to possible COVID 19 rates within our community.

**How the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act?**

Teachers and administrators reviewed learning data and aligned current teaching resources with state standards. It became obvious that we did not have a viable, reliable, coherent curriculum and that updating our resources would improve instruction. The district worked with Greenbush to study research-based resources, implement approved rubrics for resource adoption, and selected new materials to align standards throughout the grade levels. The resources that were selected would also allow for the integration of data and improvement in delivery MTSS interventions.

To help meet the social emotional learning and emotional well being of students, ESSER III Education funding will provide additional certified staff, therapists and technological resources to meet SEL needs. Our plan has multiple strategies. First, we are redesigning the counseling program to dedicate one counselor per building. This allows for one counselor to be the consistent point of contact for students. Additionally, we are increasing our collaboration with the community health center to provide suicide prevention training programs for our students, and to increase the contracted services of their Licensed Professional Counselor to help us meet the trauma induced needs of our students. The last strategy relates to more consistent monitoring of SEL health and well being. We will use the Panorama program to periodically survey students, analyze data, provide interventions, monitor progress of individual students and student groups. Our plan is to identify 4-6 SEL clusters and monitor student growth and evaluate our interventions annually over the next several 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.**

Our district is dedicated to student growth and improvement. A process of continuous progress monitoring has been set in place. We monitor the academic progress of our students through the use of Renaissance STAR assessments, Dibels, NWEA, IXL and locally developed assessments targeting specific learning standards. Additionally, we will begin implementing an SEL intervention and progress monitoring system (Panorama) to evaluate the impact of our SEL curriculum on our students. Principals, teachers and counselors meet as teams at scheduled times during the week or month to monitor academic and SEL data. The data informs instructional needs of students and MTSS. Benchmark data is used to review/revise KESA goals. Student achievement and SEL data is presented to the Board of Education annually. Counselors will also be meeting to monitor progress in targeted SEL areas. Goals are semi-annually analyzed and evaluated to determine if allocated expenditures are impacting student growth.

## Allocations

	Direct Allocation	True Up Allocation	Total Allocation		20% Minimum
ESSER III Allocations	\$1,902,935	\$0	\$1,902,935	ESSER III Allocations	\$380,587
Approved Total	\$1,529,935	\$0	\$1,529,935	Approved Total	\$1,049,123
Amount Left	\$373,000	\$0	\$373,000	Amount Still Needed	\$0
In Review Total	\$373,000	\$0	\$373,000	In Review Total	\$0
Amount Left	\$0	\$0	\$0	Amount Still Needed	\$0

## Line Items

ID	Allocation Type	Learning Loss	Function Code	Object Code	Allowable Use	Total Expenditures	Status
499-3-0021	Direct	False	1000	734	9	\$135,000	Task Force Review
499-3-0022	Direct	False	1000	111	12	\$180,000	Task Force Review
499-3-0023	Direct	False	1000	111	12	\$58,000	Task Force Review
499-3-0001	Direct	True	1000	111	11A	\$97,123	Approved
499-3-0002	Direct	True	1000	121	11A	\$20,000	Approved
499-3-0003	Direct	True	2710	121	11A	\$32,000	Approved
499-3-0004	Direct	True	2122	653	10	\$45,000	Approved
499-3-0005	Direct	False	2113	323	10	\$20,000	Approved
499-3-0006	Direct	False	1000	653	8	\$75,000	Approved
499-3-0007	Direct	True	1000	653	12	\$210,000	Approved
499-3-0008	Direct	False	2710	732	13	\$105,000	Approved
499-3-0009	Direct	False	1000	738	15	\$50,000	Approved
499-3-0011	Direct	True	1000	111	8	\$165,000	Approved
499-3-0012	Direct	True	1000	111	8	\$110,000	Approved
499-3-0013	Direct	True	1000	111	8	\$370,000	Approved
499-3-0014	Direct	False	2113	323	10	\$60,000	Approved
499-3-0015	Direct	False	1000	111	8	\$67,812	Approved
499-3-0016	Direct	False	2620	619	15	\$10,000	Approved
499-3-0017	Direct	False	1000	734	9	\$15,000	Approved
499-3-0018	Direct	False	2620	111	13	\$48,000	Approved
499-3-0020	Direct	False	2122	619	10	\$30,000	Approved

## Line Item Details

Line Item ID: 499-3-0021

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III

**Account Number**

49

**Function Code**

1000 - Instruction

**Object Code**

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 illuminated the need for us to update our technology access, use, and maintenance in order to maximize student learning, mitigate student learning loss caused by the pandemic, maximize student access to vocational programming and communication between students, teachers, schools, and families. Our students and teachers require updated and functioning technology hardware and software.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
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<b>Budgeted Expenditures in SFY 2022</b>	\$0
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<b>Budgeted Expenditures in SFY 2023</b>	\$0
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<b>Budgeted Expenditures in SFY 2024</b>	\$135,000
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<b>Total Expenditures</b>	\$135,000
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**Status**

Task Force Review

**Line Item Comment from KSDE**

New Line Item- Continuation of line 17.

Line Item ID: 499-3-0022

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III

**Account Number**

49

**Function Code**

1000 - Instruction

**Object Code**

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**

In order to retain staff in light of the additional duties necessary to implement programs designed to limit learning loss and to create a safe learning environment, the district is providing a premium payment of \$2000 to be paid in two installments (half in November 2023 and the second half in May 2024) to all licensed and non-licensed personnel. 70 licensed teachers and administrators 51 non-licensed staff (para-professional, custodial, maintenance, bus driver, clerical, and cafeteria staff) Total = 121 x \$2000 = \$242,000 Plus \$20,000 to account for FICA, FICM, and unemployment...\$262,000

<b>Budgeted Expenditures in SFY 2021</b>	\$0
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<b>Budgeted Expenditures in SFY 2022</b>	\$0
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<b>Budgeted Expenditures in SFY 2023</b>	\$0
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<b>Budgeted Expenditures in SFY 2024</b>	\$180,000
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<b>Total Expenditures</b>	\$180,000
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**Status**

Task Force Review

**Line Item Comment from KSDE**

New Line Item

Line Item ID: 499-3-0023

**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**

49

**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**

Data collected after remote instruction highlighted that our students are not achieving at levels we normally expect and/or hope for. As such, and in order to develop the capacity for adaptive responses to unpredictable circumstances caused by the pandemic, efforts are necessary to integrate evidence-based instructional practices and resources into digitally organized units of instruction. Development and modification of instructional units will be based on identified gaps in learning according to specifically identified standards and subgroups of our student population (especially noted for our students living in poverty).

Teachers and counselors will be provided the opportunity to access instruction, support and time to digitally organize instructional units based on an analysis of student learning and the integration of evidence-based instructional practices and resources. Participation by teachers is voluntary and is scheduled for the first week of August, 2024. The length of day is defined in our negotiated agreement and participating teachers will be paid \$200 per day. With a maximum of 62 participants for a maximum of 5 days, the maximum cost would be  $62 \times 5 \times 200 = \$62,000$

Galena utilizes Canvas as the platform for digitally organizing all elements of the instructional process.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$58,000
<b>Total Expenditures</b>	\$58,000

**Status**

Task Force Review

**Line Item Comment from KSDE**

New Line Item

Line Item ID: 499-3-0001



**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III

**Account Number**

49

**Function Code**

1000 - Instruction

**Object Code**

111 - Full-Time Certified Salaries

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Summer Program: We will provide Summer Academic Camps and programs based on identified priority learning standards (7 FTE teachers) to target vulnerable populations and recover learning loss

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$38,000
<b>Budgeted Expenditures in SFY 2023</b>	\$40,000
<b>Budgeted Expenditures in SFY 2024</b>	\$19,123
<b>Total Expenditures</b>	<u>\$97,123</u>

**Status**

Approved

Line Item ID: 499-3-0002

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III

**Account Number**

49

**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**

Summer Program: We will provide Summer Academic Camps and programs based on identified priority learning standards (3 FTE aids) to target vulnerable populations and recover learning loss

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$8,000
<b>Budgeted Expenditures in SFY 2023</b>	\$8,000
<b>Budgeted Expenditures in SFY 2024</b>	\$4,000
<b>Total Expenditures</b>	<u>\$20,000</u>

**Status**

Approved

Line Item ID: 499-3-0003

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III

**Account Number**

49

**Function Code**

2710 - Vehicle Operation

**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**

Summer Program: We will provide Summer Academic Camps and programs based on identified priority learning standards (2 routes) to target vulnerable populations and recover learning loss

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$13,500
<b>Budgeted Expenditures in SFY 2023</b>	\$13,500
<b>Budgeted Expenditures in SFY 2024</b>	\$5,000
<b>Total Expenditures</b>	<u>\$32,000</u>

**Status**

Approved

Line Item ID: 499-3-0004

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III

**Account Number**

49

**Function Code**

2122 - Counseling Services

**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**

MS HS SEL Curriculum and Data Collection, Analysis (Panorama): Panorama allows the district to survey SEL of students and staff, collect and analyze data, and provide targeted interventions to meet social emotional, behavioral and academic needs exacerbated by the pandemic

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$15,000
<b>Budgeted Expenditures in SFY 2023</b>	\$15,000
<b>Budgeted Expenditures in SFY 2024</b>	\$15,000
<b>Total Expenditures</b>	<u>\$45,000</u>

**Status**

Approved

Line Item ID: 499-3-0005

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III

**Account Number**

49

**Function Code**

2113 - Social Work Services

**Object Code**

323 - Student Services

**Allowable Use**

10 - Providing mental health services and supports.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Licensed Counseling Services to include but not limited to contracted services with SRMH for Licensed counseling: Increases our LPC contracted services with SRMH for our students with higher levels of trauma and in need of more intensive SEL interventions as a result of the pandemic

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$20,000
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$20,000</u>

**Status**

Approved

Line Item ID: 499-3-0006

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III

**Account Number**

49

**Function Code**

1000 - Instruction

**Object Code**

653 - Software

**Allowable Use**

8 - Planning for and coordinating during long-term closures, including on how to provide meals, technology for online learning, guidance for carrying out IDEA requirements, and providing educational services consistent with applicable requirements.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Software etc Canvas, Edgenuity, etc.: Tools for supporting students in the implementation of COVID-19 response for academic and SEL challenges we face and provide mobile capacities to maintain direct instruction and feedback regardless of school setting (remote or onsite)

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$25,000
<b>Budgeted Expenditures in SFY 2023</b>	\$25,000
<b>Budgeted Expenditures in SFY 2024</b>	\$25,000
<b>Total Expenditures</b>	<u>\$75,000</u>

**Status**

Approved

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III

**Account Number**

49

**Function Code**

1000 - Instruction

**Object Code**

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**

MTSS resources focused on literacy and mathematics: Data collected after remote instruction highlighted that our students are not achieving at high levels and evidence-based instructional resources (such as Success Maker Mathematics, Envision Mathematics Diagnosis and Intervention, Into Reading, Really Great Reading, Heggerty and Three Cheers) need to be added to meet learning standards.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$70,000
<b>Budgeted Expenditures in SFY 2023</b>	\$70,000
<b>Budgeted Expenditures in SFY 2024</b>	\$70,000
<b>Total Expenditures</b>	<u>\$210,000</u>

**Status**

Approved

**Line Item Comment from KSDE**

Please provide an example of the types of resources.

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III

**Account Number**

49

**Function Code**

2710 - Vehicle Operation

**Object Code**

732 - Vehicles (Including school buses)

**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 maintain social distancing with students on school provided transportation, an additional bus route was added and required another bus in the fleet.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$105,000
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$105,000</u>

**Status**

Approved

**Line Item Comment from KSDE**

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: 499-3-0009

**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**

49

**Function Code**

1000 - Instruction

**Object Code**

738 - Instruments

**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**

A very large portion of Galena students are from households of lower SES. Participation in band relies on sharing of instruments. Additional instruments will allow more students to participate/return to the band program

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$50,000
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$50,000</u>

**Status**

Approved

Line Item ID: 499-3-0011

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III

**Account Number**

49

**Function Code**

1000 - Instruction

**Object Code**

111 - Full-Time Certified Salaries

**Allowable Use**

8 - Planning for and coordinating during long-term closures, including on how to provide meals, technology for online learning, guidance for carrying out IDEA requirements, and providing educational services consistent with applicable requirements.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

To reduce class sizes in order to maintain social distancing, a third grade teaching position was added in FY22

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$55,000
<b>Budgeted Expenditures in SFY 2023</b>	\$55,000
<b>Budgeted Expenditures in SFY 2024</b>	\$55,000
<b>Total Expenditures</b>	<u>\$165,000</u>

**Status**

Approved

Line Item ID: 499-3-0012

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III

**Account Number**

49

**Function Code**

1000 - Instruction

**Object Code**

111 - Full-Time Certified Salaries

**Allowable Use**

8 - Planning for and coordinating during long-term closures, including on how to provide meals, technology for online learning, guidance for carrying out IDEA requirements, and providing educational services consistent with applicable requirements.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

To reduce class sizes in order to maintain social distancing, a fifth grade teaching position will be added in FY23

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$55,000
<b>Budgeted Expenditures in SFY 2024</b>	\$55,000
<b>Total Expenditures</b>	<u>\$110,000</u>

**Status**

Approved

Line Item ID: 499-3-0013

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III

**Account Number**

49

**Function Code**

1000 - Instruction

**Object Code**

111 - Full-Time Certified Salaries

**Allowable Use**

8 - Planning for and coordinating during long-term closures, including on how to provide meals, technology for online learning, guidance for carrying out IDEA requirements, and providing educational services consistent with applicable requirements.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

To meet the academic and SEL challenges we face, three instructional coaching/support positions will be added with a high level of expertise in the use of Learner Management Systems, MTSS, and reading recovery.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$185,000
<b>Budgeted Expenditures in SFY 2024</b>	\$185,000
<b>Total Expenditures</b>	<u>\$370,000</u>

**Status**

Approved

**Line Item Comment from KSDE**

How many positions does this include and what is the total FTE?

Line Item ID: 499-3-0014



**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III

**Account Number**

49

**Function Code**

2113 - Social Work Services

**Object Code**

323 - Student Services

**Allowable Use**

10 - Providing mental health services and supports.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Behavior Intervention Support Team to provide an emotionally safe learning environment characterized by consistent and clear expectations from class to class and building to building. Stable, consistent adult behaviors will counterbalance the uncertainty triggered by the pandemic.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$30,000
<b>Budgeted Expenditures in SFY 2024</b>	\$30,000
<b>Total Expenditures</b>	<u>\$60,000</u>

**Status**

Approved

Line Item ID: 499-3-0015

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III

**Account Number**

49

**Function Code**

1000 - Instruction

**Object Code**

111 - Full-Time Certified Salaries

**Allowable Use**

8 - Planning for and coordinating during long-term closures, including on how to provide meals, technology for online learning, guidance for carrying out IDEA requirements, and providing educational services consistent with applicable requirements.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

To meet the academic and SEL challenges we face and provide mobile capacities to maintain direct instruction and feedback regardless of school setting (remote or onsite), an instructional technology support team has been developed to support fellow staff members in integrating digital tools necessary for remote learning experiences for our students.

The Instructional Technology Support (ITS) Team was formed at the beginning of the 2020-2021 school year to help address the need for meaningful, quality and ongoing instructional support, specifically in relation to instructional technology created by COVID 19 pandemic circumstances. Team members were not paid for their service during the 2020-2021 school year. Our District had been in the process implementing a 1:1 iPad initiative providing access from kindergarten through twelfth grade. Prior to the pandemic we had 1:1 access in grades 9-12 with limited access to iPads K-8. The District rapidly worked towards providing 1:1 access K-12. This rapid infusion of technology brought many challenges to our instructional staff. We had long dreamed of having 1:1 access for all and had been working towards developing instructional practices that would support a 1:1 learning environment. Unfortunately, our plan for developing instructional practices was not able to be developed and implemented at the same rate. As a District we recognized the need for intense support that was readily available and accessible for our instructional faculty and staff. The ITS Team met this need. The ITS Team members are classroom teachers who are advanced in the use and implementation of instructional technologies. The instructional technologies include, but are not limited to video conferencing applications, blogs, collaboration applications, Canvas, SeeSaw, iXL, Apple iOS features, mobile technologies (software and hardware), and a long list of apps and portals that support day to day learning in a digital learning environment. It is worth noting that this digital learning environment is on campus, at home, and anywhere in between. The ITS Team members provide the ongoing support, training, and professional development day in and day out. Some training sessions are scheduled and in a formal setting. Most of the support they provide is provided during their plan time, before school, after school, even nights and weekends. As a District we acknowledged the additional time commitment and paid the 16 members for their support for the 2021-2022 school year.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$22,112
<b>Budgeted Expenditures in SFY 2023</b>	\$22,600
<b>Budgeted Expenditures in SFY 2024</b>	\$23,100
<b>Total Expenditures</b>	<u>\$67,812</u>

**Status**

Approved

**Line Item Comment from KSDE**

Clarification: Please provide additional information explaining how this is work beyond the contract. If this is Premium pay, then please provide the incentive, the premium pay amount(s) and the anticipated payment date.

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III

**Account Number**

49

**Function Code**

2620 - Maintenance of Buildings

**Object Code**

619 - Other Supplies and Materials

**Allowable Use**

15 - Developing strategies and implementing public health protocols for the reopening and operation of school facilities.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

PPE necessary to maintain safety practices.

**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** \$10,000**Status**

Approved

Line Item ID: 499-3-0017

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III

**Account Number**

49

**Function Code**

1000 - Instruction

**Object Code**

734 - Technology -Related Hardware

**Allowable Use**

9 - Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Technology hardware required to successfully meet the academic and SEL challenges we face and provide mobile capacities to maintain direct instruction and feedback regardless of school setting (remote or onsite),. Ipad and teacher laptops for the instructional support coaches hired using ESSER funds. Monitors, wireless access points and headphones used in the supplemental/remediation efforts to mediate the negative impact of COVID 19 on student learning.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$15,000**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$15,000**Status**

Approved

**Line Item Comment from KSDE**

Clarification: Please explain what hardware is needed due to COVID-19.

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III

**Account Number**

49

**Function Code**

2620 - Maintenance of Buildings

**Object Code**

111 - Full-Time 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**

One full time maintenance/custodial position to increase the frequency of sanitation of facilities and to also sanitize playground equipment to maintain appropriate sanitation of facilities to stop the spread of COVID 19

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$16,000
<b>Budgeted Expenditures in SFY 2023</b>	\$16,000
<b>Budgeted Expenditures in SFY 2024</b>	\$16,000
<b>Total Expenditures</b>	\$48,000

**Status**

Approved

**Line Item Comment from KSDE**

Clarification: Please provide additional information on the number of staff positions to be added and how it relates to COVID-19.

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III

**Account Number**

49

**Function Code**

2122 - Counseling Services

**Object Code**

619 - Other Supplies and Materials

**Allowable Use**

10 - Providing mental health services and supports.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Mental Health Counseling Materials to meet the social and emotional needs of our students that have been exacerbated by the pandemic.. We are still in the decision making process; curricula being considered include Leader in Me, Lion's Quest, Second Step

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$10,000
<b>Budgeted Expenditures in SFY 2023</b>	\$10,000
<b>Budgeted Expenditures in SFY 2024</b>	\$10,000
<b>Total Expenditures</b>	<u>\$30,000</u>

**Status**

Approved

**Line Item Comment from KSDE**

Clarification: Please explain what Social/Emotional Learning curriculum materials were/will be purchased.

# 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

<b><u>District</u></b>	<b><u>Address</u></b>	<b><u>Mail Address</u></b>
Parsons	2900 Southern, Parsons, KS 67357	Box 1056, Parsons, KS 673571056
<b><u>Superintendent Name</u></b>	<b><u>Superintendent E-mail Address</u></b>	<b><u>Superintendent Phone Number</u></b>
Lori Ray	lray@vikingnet.net	(620) 421-5950

## Authorized Representative of the District Information

<b><u>Name</u></b>	<b><u>Position of Title</u></b>	<b><u>E-mail Address</u></b>	<b><u>Phone Number</u></b>
Lori Ray	Superintendent	lray@vikingnet.net	(620) 421-5950
<b><u>Other District Representative 1 - Name</u></b>		<b><u>Other District Representative 1 - E-mail Address</u></b>	
Tonya Phillips		tphillips@vikingnet.net	
<b><u>Other District Representative 2 - Name</u></b>		<b><u>Other District Representative 2 - E-mail Address</u></b>	
Jeff Pegues		jpegues@vikingnet.net	

## Plan for Safe Return

Please paste a direct link of your school district's safe return plan that is posted on your website.

[https://core-docs.s3.amazonaws.com/documents/asset/uploaded\\_file/1504851/USD503\\_ESSERIII-DistrictPlanForSafeReturn.2.pdf](https://core-docs.s3.amazonaws.com/documents/asset/uploaded_file/1504851/USD503_ESSERIII-DistrictPlanForSafeReturn.2.pdf)

## Use of Funds for CDC Guidance

**How will the funds be used to implement prevention and mitigation strategies that are, to the greatest extent practicable, consistent with the most recent CDC guidance on reopening schools, in order to continuously and safely open and operate schools for in-person learning?**

Parsons District Schools plans to allocate ESSER III Relief funds to support students and staff in all areas including Health/Environment. We are working closely with the Kansas Department of Health and Environment, our county health department, KSDE, our local education service center, and neighboring school districts to remain up to date on guidance related to safely operating in-person learning.

## Stakeholder Engagement

Engaging in Meaningful Consultation with Stakeholders (Please describe the ways you meaningfully consulted with each group listed below as part of the development of the district ESSER III Plan)

### Students

In developing our ESSER plan, we hosted focus groups with student councils at both the middle school and high school level. We then conducted a survey with all our middle school and high school students to gain their input. Their input helped determine the highest levels of need for pandemic related instruction and other support so that we could plan accordingly. The following supports/topics received the most interest from our students:  
Summer enrichment activities, additional staff for academic and social emotional needs and upgrades to facilities to encourage participation and promote physical health and well being.  
Our ESSER plan takes these recommendations into consideration and their needs are ideas in the plan.

## **Families**

We have worked closely with our families in developing our ESSER plan. We have conducted in person parent/community meetings and surveys. We had forty families complete their survey. This does not include current staff that are also parents, as their feedback was included in the staff survey. Through the surveys and conversations, the following suggestions garnered the most interest from our our parents:  
Summer school, after school and enrichment opportunities for students, additional supports for students with behaviors and social emotional issues due to the pandemic and additional academic supports. Followed closely by retention pay for teachers and HVAC systems to ensure proper and healthy air flow to classrooms. Our ESSER plan includes these suggestions from parents.

## **School and District Administrators including Special Education Administration**

Our district administrative team meets weekly and collaborated regularly on the development of the ESSER III plan based on the needs of our student and staff populations both at the building and district level. Our district also receives special education services through Tri-County Interlocal 607 and has met with them monthly. These meetings have included a review of the survey and focus group data from the various special population groups. As a result of these meetings, the following have been determined as most important to address in our district.  
Addressing learning loss with a robust evidenced based summer school and after school program including enrichment opportunities needs to be offered. We also need to focus on additional supports for students with behaviors and social emotional issues due to the pandemic. Followed closely by retention pay for teachers and HVAC systems to ensure proper and healthy air flow to classrooms. Our ESSER plan includes these suggestions.

## **Teachers, Principals, School leaders, other Educators, School Staff and their Unions**

We have worked closely in collaboration with multiple stakeholder groups including: teachers, principals, school leaders, other educators, staff, and our local PNEA organization.  
District leadership hosted a conversation in each school during a Wednesday morning Professional Learning Communities time to discuss the ESSER III funding and listen to input. All groups were then sent a follow up survey to have the opportunity to provide feedback and additional suggestions for the district ESSER III plan.

## **Tribes**

Our student management and information system indicates that we do not have students currently enrolled that are connected to tribes. Through our surveys we also had no one indicate that their family was native american or connected to a tribe. District leadership spoke with Chris Howell, Executive Director Native American Affairs for the Kansas Governor's office and he confirmed that he was not aware of any Native American/American Indian Tribes that reside in Labette County. While we did not hear back from anyone, we believe our plans of support will benefit all populations of our students.

## **Civil Rights Organization including Disability Rights Organizations**

The district hosted an ESSER III informational meeting for civil rights organizations including disability rights organizations to share information about ESSER III and get input from the organizations regarding how to best meet the need of students as it relates to their civil rights . Specific invitations were sent (via email and phone call) to Mr. Bob Booker the Director of CLASS LTD and Ms. Shari Coatney the CEO of SKIL both organizations in Parsons. The meeting was then followed up with a survey asking for these specific groups to provide input regarding the ESER III plan and priorities. While we did not hear back from anyone, we believe once implemented, our plan of supports will benefit all populations of our students.

## **Stakeholders representing the interests of children with disabilities, English Learners, children experiencing homelessness, children in foster care, migratory students, children who are incarcerated, and other underserved students**

The district offered an ESSER III informational meeting on April 20, 2022 to share information about ESSER III and receive input. This was open to all stakeholder groups. Special invitations were sent to our Youth Crisis Shelter, Successful Dreams, DCF contacts and contacts from the foster agencies KVC and TFI. The information night was followed up with an online survey asking for stakeholder groups to provide input regarding the ESSER III plan and priorities. While we did not hear back from anyone, we believe our plan of supports will benefit all populations of our students.

### **Provide the public the opportunity to provide input and take such input into account**

The district offered a community ESSER III information meeting on April 20, 2022 to share the information about ESSER III. This was open to all the public. While only a handful attended the information night was followed up with an online survey giving the public the opportunity to provide input and offer feedback.

### **Use of Funds for Learning Loss Set Aside and The Rest of The Allocation**

**Please briefly describe the impacts of COVID-19 on the district and its Pre-K through 12 students, including any relevant data where possible (e.g., cost impact, learning loss, emotional impact on students). If there has been a disproportionate impact on a special population in the district (e.g., students with disabilities, English Learners, students in foster care, students in poverty, etc.), please describe the impact and provide the number of Pre-K through 12 students in that population.**

Covid-19 continues to have a direct and significant impact on the 1300 Prek-12 students in USD 503. School building closures during the spring 2020 and the significant numbers of quarantined students and remote learners during the 20-21 resulted in both academic & emotional learning loss for students. In the 21-22 school year remote services were discontinued with a small percentage of students participating in a virtual program. During the 21-21 school year 10-14 day quarantine protocols continued to compound the learning loss in both academics and social emotional areas for our students and staff. (Some students were quarantined multiple times resulting in an even larger impact.)

The school closures and quarantines clearly illustrated the disparity of resources our families had within their own homes to manage during a pandemic. Over 70% of our students are eligible for a free or reduced meal district wide and necessities became the focus for many families during this time.

Our current students' Fastbridge, MAP and DIBELS assessment data continues to show a gap between expected levels of performance and achievement for our students. Our intervention groups are larger based on need. Continuing to implement our after-school programs, summer school programs and high quality tier 2 and tier 3 interventions, at all levels Prek-12, will improve our achievement data and student outcomes. However, we recognize that the gap continues to exist and without these intentional and additional resources the gap will continue to grow.

**How the LEA will use the funds it reserves under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year? (Provide specific references to evidence-based interventions that meet one of the four tiers of evidence, as defined in Sec. 8101(21) of ESEA)**

1. Parsons will provide after school and summer learning programs to include strong intervention programs, enrichment programs and credit recovery opportunities.

S. McCombs, J. S., Augustine, C., Schwartz, H., Bodilly, S., McInnis, B., Lichter, D., & Cross, A. B. (2012). Making summer count: How summer programs can boost children's learning. Education Digest: Essential Readings Condensed For Quick Review, 77(6), 47-52. Retrieved from [https://www.rand.org/content/dam/rand/pubs/monographs/2011/RAND\\_MG1120.pdf](https://www.rand.org/content/dam/rand/pubs/monographs/2011/RAND_MG1120.pdf)

Terzian, M., & Moore, K. A. (2009). What works for summer learning programs for low-income children and youth:

Browne, D. (2013). Think summer: Early planning, teacher support boost summer learning programs. Journal of Staff Development, 34(6), 46-49. Retrieved from <https://learningforward.org/docs/default-source/jsddecember-2013/browne346.pdf?sfvrsn=2>

Sloan McCombs, J., Augustine, C. H., Schwartz, H. L., Bodilly, S. J., McInnis, B., Lichter, D. S., & Brown Cross, A. (2012). Making summer count: How summer programs can boost children's learning. Education Digest: Essential Readings Condensed for Quick Review, 77(6), 47-52. Retrieved from <https://eric.ed.gov/?id=EJ978299> Full text available from <https://www.wallacefoundation.org/knowledge-center/pages/making-summer-count-how-summer-programs-can-boostchildrens-learning.aspx>

Nastu, J. (2011). Early intervention and credit recovery programs are helping at-risk students succeed. eSN Special Report: Keeping students on a path to graduation. Retrieved from <http://Nastu.eschoolnews.com/2011/02/22/esn-special-reportkeeping-studentson-a-path> Oliver, K., Osborne, J., P

Watson, J., & Gemin, B., (2008). Using on-line learning for at-risk students and credit recovery. Vienna, VA: North American



Council for Online Learning. Retrieved from [http://www.inacol.org/research/promisingpractices/NACOL\\_CreditRecovery\\_PromisingPractices.pdf](http://www.inacol.org/research/promisingpractices/NACOL_CreditRecovery_PromisingPractices.pdf)

2. Parsons will continue to provide academic progress monitoring using Fastbridge, MAP, DIBELS. The district will use Panorama as a data warehousing platform to easily track student achievement and growth in order to make necessary changes in instruction and planning.

Veronica S. Smith, "Data Dashboard as Evaluation and Research Communications Tool," in Tarek Azzam and Stephanie Evergreen, eds. *Data Visualization, Part 2. New Directions for Evaluation* 140 (Winter, 2013), 21-45.

<http://onlinelibrary.wiley.com/doi/10.1002/ev.20072/abstract>

Hunter, Gerald P., Stephanie Williamson, Asa Wilks, Janet M. Hanley, and Brian M. Stecher, *Using Data to Support the Intensive Partnerships for Effective Teaching Initiative: Data Collection, Metric and Dashboard Creation, and Lessons Learned*. Santa Monica, CA: RAND Corporation, 2020. [https://www.rand.org/pubs/research\\_reports/RR2917.html](https://www.rand.org/pubs/research_reports/RR2917.html).

Psychometric Evidence of FastBridge Universal Screening & Progress Monitoring System. *Illuminate Education* (2021)

<https://www.illuminateed.com/wp-content/uploads/2021/07/Psychometric-Evidence-of-FastBridge-Universal-Screening-Progress-Monitoring-System-2021.pdf>

3. Parsons will use SEL Tier 1 Curriculum (Second Step and Core Project) in addition to social emotional screeners through FastBridge and Panorama. Screener data will help identify and monitor students that need additional social and emotional supports.

Greenberg, M. T., Domitrovich, C. E., Weissberg, R. P., & Durlak, J. A. (2017). *Social and emotional learning as a public health approach to education. The Future of Children*. Retrieved from <https://eric.ed.gov/?id=EJ1144819>

U.S. Department of Education, Institute of Education Sciences, What Works Clearinghouse. (2013, March). *Children Classified as Having an Emotional Disturbance intervention report: Second Step*. Retrieved from <http://whatworks.ed.gov>.

Frey, K., & Sylvester, L. (1997). *Research on the Second Step program: Do student behaviors and attitudes improve? What do teachers think about the program?* Seattle, WA: Committee for Children.

Frey, K. S., Hirschstein, M. K., & Guzzo, B. (2000). *Second Step: Preventing aggression by promoting social competence. Journal of Emotional and Behavioral Disorders*, 8(2), 102-112.

Psychometric Evidence of FastBridge Universal Screening & Progress Monitoring System. *Illuminate Education* (2021)

<https://www.illuminateed.com/wp-content/uploads/2021/07/Psychometric-Evidence-of-FastBridge-Universal-Screening-Progress-Monitoring-System-2021.pdf>

4. Parsons will provide research based professional learning opportunities and supports for staff, including: Trauma Informed, Resilience, and LETRs Training

Darling-Hammond, L., Hyler, M. E., & Gardner, M. (2017). *Effective teacher professional development*. Learning Policy Institute. [https://learningpolicyinstitute.org/sites/default/files/productfiles/Effective\\_Teacher\\_Professional\\_Development\\_REPORT.pdf](https://learningpolicyinstitute.org/sites/default/files/productfiles/Effective_Teacher_Professional_Development_REPORT.pdf).

Darling-Hammond, L. & Richardson, N. (2009). *Research Review/Teacher Learning: What Matters? How Teachers Learn*, 66(5), 46-53. <http://www.ascd.org/publications/educational-leadership/feb09/vol66/num05/Teacher-Learning@-What-Matters%C2%A2.aspx>

Darling-Hammond, L., Hyler, M. E., & Gardner, M. (2017). *Effective teacher professional development*. Learning Policy Institute. [https://learningpolicyinstitute.org/sites/default/files/product-files/Effective\\_Teacher\\_Professional\\_Development\\_REPORT.pdf](https://learningpolicyinstitute.org/sites/default/files/product-files/Effective_Teacher_Professional_Development_REPORT.pdf).

National Reading Panel. (2000). *Teaching children to read: An evidence-based assessment of the scientific research literature on reading and its implications for reading instruction* (NIH Publication no. 00-4769). National Institute of Child Health & Development. <https://www1.nichd.nih.gov/publications/pubs/nrp/Documents/report.pdf>

5. Funds will be used to hire an additional interventionist, classroom size reduction teacher, social worker and academic coach to provide smaller class sizes and tiered systems of academic and social emotional supports in the classroom and after school. These staff members will help support teachers and administrators in addressing the learning loss and work with families to provide support for students social emotional needs across the district.

Meta-Analysis of Research on Class Size and Achievement Author(s): Gene V. Glass and Mary Lee Smith Source: *Educational Evaluation and Policy Analysis*, Vol. 1, No. 1 (Jan. - Feb., 1979), pp. 2- 16 Published by: American Educational Research Association

Promoting Academic Success through Social and Emotional Learning (SEL), Pierce, Petokubi, Nishoioka, and Farrell <https://ies.ed.gov/ncee/edlabs/regions/northwest/pdf/wa-sel-training5-slides.pdf>

6. Family engagement funds will be provided to each school to build community, provide support and outreach to our families, as well as Parent Education Camps to give SEL / Trauma Training and skills to parents. Developing strong family and

school connections and supports will have a positive impact on student success and performance and reduce the rate of absenteeism and drop out. These funds will help provide communication tools necessary for every student and family to have equal access to services provided and offered by the school system.

Parental Involvement as a Important Factor for Successful Education <https://files.eric.ed.gov/fulltext/EJ1156936.pdf>

A Meta-Analysis of Dropout Prevention Outcomes and Strategies <http://www.dropoutprevention.org/meta-analysis-dropout-prevention-outcome-strategies/> C., H. J. A. (2009).

### **How the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act?**

Additional ESSER funds will be requested that meet the acceptable uses consistent with section 2001(e)(2) of the ARP Act and are supported by stakeholder input. These funds will support the improvement of indoor air quality, implement public health protocols required for the operation of school facilities, in addition to providing: touchless systems to prevent the spread of the virus, effective communication and amplification tools, additional mental health service and supports to families, students and support additional teacher duties and retention of staff.

### **How the LEA will ensure that the interventions it implements, including but not limited to the interventions under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time, will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students disproportionately impacted by the COVID–19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students.**

Our ESSER Plan was developed collaboratively with key stakeholders in our community, our local special education interlocal, staff, administration, students, parents and community. The focus of our planning and collaborating with such a diverse group, was to ensure we developed plans that address the general needs of our community, but also maintained an important focus on addressing the specific needs of all student and staff populations. These collaborative conversations remain ongoing and will continue to inform our decision making throughout the pandemic and beyond.

We have utilized data to make informed decisions that will meet the needs of our community with a focus on all of our students including any diverse demographic groups that may have been impacted disproportionately.

As we move forward we will continue to collaborate with all of our stakeholders and we will utilize our data to determine the evolving needs of our district. This ongoing communication and data analysis will ensure that we are monitoring the implementation of the interventions that we will put in place as a result of our ESSER funds.

## Allocations

	Direct Allocation	True Up Allocation	Total Allocation		20% Minimum
ESSER III Allocations	\$4,663,635	\$0	\$4,663,635	ESSER III Allocations	\$932,727
Approved Total	\$3,670,993	\$0	\$3,670,993	Approved Total	\$461,000
Amount Left	\$992,642	\$0	\$992,642	Amount Still Needed	\$471,727
In Review Total	\$225,000	\$0	\$225,000	In Review Total	\$225,000
Amount Left	\$767,642	\$0	\$767,642	Amount Still Needed	\$246,727

## Line Items

ID	Allocation Type	Learning Loss	Function Code	Object Code	Allowable Use	Total Expenditures	Status
503-3-0008	Direct	True	1000	120	12	\$225,000	Task Force Review
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
503-3-0005	Direct	False	2600	730	14	\$542,354	Approved
503-3-0006	Direct	False	1000	110	16	\$105,000	Approved
503-3-0007	Direct	False	1000	110	1A	\$105,000	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: 503-3-0008

**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 CLASSIFIED INSTRUCTIONAL

**Account Number**

39720

**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**

Covid-19 has had a significant impact on the academic, social emotional and behavioral health of our students which has a direct impact on student learning.

Parsons is a district with high rates of poverty and the highest rate of foster care children (per capita) in the state of Kansas. These students often have suffered tremendous trauma while in the home or the foster care system and long before they come to school.

In response to this need, the district has dedicated academic/behavior recovery classrooms in each of the elementary schools where non-certified/classified staff are working with small groups or one on one with students on academics and behavior, transitioning back into the regular classroom with a level of support to be successful. This is a general education Tier 3 intervention focused on academics and self-regulation for our most vulnerable youth. (Section 1114 ESEA)

Prior to Covid, staffing levels were adequate. However, the number of students that are struggling with academics and disrupt the learning environment has increased dramatically since Covid and that impacts their own learning as well as their peers. This struggle can be attributed to a variety of pandemic related challenges and limitations.

We need additional support to help meet students' academic learning needs by providing academic, social, emotional and behavior interventions moving forward. As a result of the need, we are increasing the number of academic/behavior aides in classroom for a total of 4 additional non-certified/classified staff.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$110,000
<b>Budgeted Expenditures in SFY 2024</b>	\$115,000
<b>Total Expenditures</b>	\$225,000

**Status**

Task Force Review

Line Item ID: 503-3-0009

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III CERTIFIED STAFF

**Account Number**

39600

**Function Code**

1000 - Instruction

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Covid- 19 has caused significant learning loss for our students K-12. To combat those losses, our summer school programs have planned for robust, direct, explicit instruction and support based on student achievement and social emotional data. We had approximately 150 students in grades K-5, 30 students grade 6-8 and 30 students grade 9-12. To keep the student/teacher ratio low and provide explicit instruction our certified teacher numbers for K-5 were a 1:7 and for our secondary students 1:6 not including the enrichment workshop teachers. Based on this summer 210 students and 30 certified staff, the expectation is that those numbers will continue to increase in the summer of 2023 and 2024. After a year of successful summer school and enrichment opportunities, parents will feel more comfortable sending their child to summer school and additional learning gaps will be identified as the school year begins and progresses.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$45,000
<b>Budgeted Expenditures in SFY 2024</b>	\$50,000
<b>Total Expenditures</b>	<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.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$25,000
<b>Budgeted Expenditures in SFY 2024</b>	\$30,000
<b>Total Expenditures</b>	\$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.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$10,000
<b>Budgeted Expenditures in SFY 2024</b>	\$15,000
<b>Total Expenditures</b>	\$25,000

**Status**

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.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$10,000
<b>Budgeted Expenditures in SFY 2024</b>	\$15,000
<b>Total Expenditures</b>	<u>\$25,000</u>

**Status**

Approved

**Line Item Comment from KSDE**



**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III CERTIFIED STAFF

**Account Number**

39600

**Function Code**

1000 - Instruction

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

11B - Planning and implementing supplemental after-school programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Covid-19 has caused significant learning loss for our students due to multiple quarantines, sickness and missed instruction. Due to Covid-19 the district also couldn't hold after school programs from March 2020-December 2021 then on a very small and limited basis during the spring of 2022. This additional support is necessary to help support students in making academic progress and remediate learning loss caused by the pandemic and poor school attendance. After school programs will be held at each building K-12 with approximately 10-12 certified staff total district wide, depending upon student data and need. These teachers will reteach and focus instruction on missing skills, help with current coursework and support credit recovery.

Due to prior limited participation due to COVID-19 restrictions, budgeting for the after-school program in 2023 and 2024 is more future based than past based. For 2023, the budget estimate was calculated as follows:

12 staff per day \* 2 hours per day = 24 hours total per after school program day

24 total daily hours \* \$20/hour = \$480.00/day

\$480.00 per day \* 4 days per week = \$1920.00 per week

\$1920.00 \* 38 weeks (estimated school weeks less Christmas break) = \$72,960

Rounded up to \$75,000 to allow for additional hours, snow day make-up, etc.

Budgeting for 2024 entailed taking the 2023 budget and increasing 6%, due to both potential wage increases, and potential staff increases, if necessary.

**Budgeted Expenditures in SFY 2021** \$0

**Budgeted Expenditures in SFY 2022** \$0

**Budgeted Expenditures in SFY 2023** \$75,000

**Budgeted Expenditures in SFY 2024** \$80,000

**Total Expenditures** \$155,000

**Status**

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.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$17,000
<b>Budgeted Expenditures in SFY 2024</b>	\$18,000
<b>Total Expenditures</b>	\$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.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$14,000
<b>Budgeted Expenditures in SFY 2024</b>	\$17,000
<b>Total Expenditures</b>	\$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.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$20,000
<b>Budgeted Expenditures in SFY 2024</b>	\$20,000
<b>Total Expenditures</b>	<u>\$40,000</u>

**Status**

Approved

**Line Item Comment from KSDE**

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III CERTIFIED STAFF

**Account Number**

39600

**Function Code**

1000 - Instruction

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

This is for certified staff salaries whose duties cannot be performed due to absences related directly to Covid-19, including a self-positive, or other immediate family member or dependent. The \$75,000 allocated to expenditures in 2023, and again in 2024, is calculated as a percentage of total certified staff compensation in school year 2020-2021 (the most complete year prior to the time period of available information), compared to the average district wide Covid-19 positivity rates from November 19, 2021, which was during the height of our most significant battle with Covid-19 positive students and staff. In 2020-2021, year to date gross compensation for certified staff was just under \$7,000,000, and the district wide positivity rate on 11/19/2021 was 2.47%. Please note the following calculation:

$$\$75,000 / \$6,919,327.47 = 1.08\% \quad \text{District wide Covid-19 positivity rate on 11/19/2021} = 2.47\%$$

Comparing the 1% certified compensation rate to the 2.47% positivity rate, we first considered that the 2.47% positivity rate included both students and staff and made a reduction of 1%, which left 1.47% remaining to reconcile. Next, we reduced .47% due to the hiring of additional full-time substitutes to help combat certified staff absences. This brought us to the final reconciliation of 1% of certified staff salaries for each year 2023 and 2024, totaling \$150,000 of our ESSER III allocation.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$75,000
<b>Budgeted Expenditures in SFY 2024</b>	\$75,000
<b>Total Expenditures</b>	<u>\$150,000</u>

**Status**

Approved

**Line Item Comment from KSDE**

Line Item ID: 503-3-0018

**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 CLASSIFIED INSTRUCTIONAL

**Account Number**

39720

**Function Code**

1000 - Instruction

**Object Code**

120 - Regular Non-Certified Salaries

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

This is for continuation of classified staff salaries whose duties cannot be performed during absences related directly to Covid-19, including a self-positive, other immediate family member, or dependent. The \$75,000 allocated to expenditures in 2023, and again in 2024, is calculated as a percentage of total classified staff compensation in school year 2020-2021 (the most recent complete school year information), compared to the average district wide Covid-19 positivity rates from November, 19, 2021, which was during the height of our most significant battle with Covid-19 positive students and staff. In 2020-2021, total gross compensation for classified staff was \$2,321,945.91, and the district wide positivity rate on 11/19/2021 was 2.47%. Please note the following calculation:

$\$75,000 / \$2,321,945.91 = 3.23\%$       District wide Covid-19 positivity rate on 11/29/2021 = 2.47%

Even though the district wide Covid-19 positivity rate of 2.47% includes both students and staff, we did not adjust downward for classified staff. We considered that classified staff positions are generally not covered by either full-time substitutes or on-call substitutes. This lack of coverage often requires other classified staff to work overtime hours to maintain necessary operations during Covid-19 related absences. These considerations allowed us to be satisfied with our projection of a 3.23% increase in staff costs as it compares to the district wide Covid-19 positivity rate of 2.47% on 11/29/2021.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$75,000
<b>Budgeted Expenditures in SFY 2024</b>	\$75,000
<b>Total Expenditures</b>	<u>\$150,000</u>

**Status**

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.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
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<b>Budgeted Expenditures in SFY 2022</b>	\$0
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<b>Budgeted Expenditures in SFY 2023</b>	\$52,200
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<b>Budgeted Expenditures in SFY 2024</b>	\$53,141
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<b>Total Expenditures</b>	<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.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$1,881,490
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$1,881,490</u>

**Status**

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.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$170,808
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	\$170,808

**Status**

Approved

**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 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.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$542,354
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$542,354</u>

**Status**

Approved

**Line Item Comment from KSDE**

Allowable if CDC guidelines are met.

Line Item ID: 503-3-0006

**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 CERTIFIED STAFF

**Account Number**

39600

**Function Code**

1000 - Instruction

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

The Covid-19 pandemic and subsequent school closures and quarantines have clearly illustrated the disparity of resources available among our students and families and the need for additional supports. With over 70% of our students eligible for a free or reduced-price meal and a high rate of foster children in our district, poverty and trauma were exacerbated by the pandemic. It quickly became clear that to meet student and family social, emotional and mental health needs it was necessary to hire a social worker. This staff is trained and experienced in social work, therefore better able to address student and family challenges faced due to the pandemic. Our families need the additional support of a social worker to help address issues with basic needs and parenting so that our children can come to school ready to learn. Our students have struggled with self-regulation and a licensed social worker can provide the classroom, individual and small group support necessary to help a child be successful in school. This staff member will participate regularly in student improvement team meetings and student of concern meetings to help wrap around the services for both families and students that are available and necessary.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$50,000
<b>Budgeted Expenditures in SFY 2024</b>	\$55,000
<b>Total Expenditures</b>	<u>\$105,000</u>

**Status**

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.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$50,000
<b>Budgeted Expenditures in SFY 2024</b>	\$55,000
<b>Total Expenditures</b>	<u>\$105,000</u>

**Status**

Approved

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,

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$359,195
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	\$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.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$88,687
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$88,687</u>

**Status**

Disapproved

**Line Item Comment from KSDE**

This is not allowable use of ESSER funds.

# ESSER III APPLICATION FOR D0511

Status  
Approved

## KSDE Application Comments

KSDE has not confirmed the ESEA Evidence level for 20% set aside activities. Each district is responsible for documenting the evidence base and verifying that it meets the Evidence-Based criteria as defined in ESEA. Please retain a link to the evidence that you are basing this on and which tiers of evidence it meets for future monitoring. Please see this link for more details <https://ies.ed.gov/ncee/wwc/essa>

## Current Directory Information

<b><u>District</u></b>	<b><u>Address</u></b>	<b><u>Mail Address</u></b>
Attica	718 N Main, Attica, KS 670090415	P.O.Box 415, Attica, KS 670090415
<b><u>Superintendent Name</u></b>	<b><u>Superintendent E-mail Address</u></b>	<b><u>Superintendent Phone Number</u></b>
Brandie Waldschmidt	brandiew@usd511.org	(620) 254-7915

## Authorized Representative of the District Information

<b><u>Name</u></b>	<b><u>Position of Title</u></b>	<b><u>E-mail Address</u></b>	<b><u>Phone Number</u></b>
Brandie Waldschmidt	Superintendent	brandiew@usd511.org	(620) 254-7915
<b><u>Other District Representative 1 - Name</u></b>		<b><u>Other District Representative 1 - E-mail Address</u></b>	
Amie Loreg		amiel@usd511.org	
<b><u>Other District Representative 2 - Name</u></b>		<b><u>Other District Representative 2 - E-mail Address</u></b>	

## Plan for Safe Return

Please paste a direct link of your school district's safe return plan that is posted on your website.

[https://docs.google.com/document/d/1nHYqGshRVxqp2N2Y-OcpWduzd9fyNd\\_n/edit?usp=sharing&ouid=111882158102043424379&rtpof=true&sd=true](https://docs.google.com/document/d/1nHYqGshRVxqp2N2Y-OcpWduzd9fyNd_n/edit?usp=sharing&ouid=111882158102043424379&rtpof=true&sd=true)

## Use of Funds for CDC Guidance

How will the funds be used to implement prevention and mitigation strategies that are, to the greatest extent practicable, consistent with the most recent CDC guidance on reopening schools, in order to continuously and safely open and operate schools for in-person learning?

As we continue to strive to keep our staff and students safe, the use of this money will aid in air filtration, utilizing staff to get out into fresh air, and cleaning our facilities. While we understand that CDC guidance continues to change and adjust with the science of COVID, we also know the importance of fresh air and social distancing. Having extra staff to get students into the outside open air as well as to continue to clean our facilities and vehicles is of utmost importance to us.

In addition to these mitigations, we realize that the filtration of indoor air is a must when we are restricted to indoor use of our facilities. We aim to continue to strive to provide cleaner air for our staff and students while in our building. While the air is circulated inside, we feel it is vitally important that we have units to circulate air from the outside to try and eliminate contaminants.

Our mitigation plan continues to encourage the use of masks but does not require them. At the same time, we require anyone who has tested positive for COVID to remain at home until their full 10-day quarantine is complete, or they can produce a negative test result. Also, while the CDC does not require contact tracing any longer, we do ask that parents and students continuously monitor themselves and stay home if they are feeling ill, or have a fever.

## Stakeholder Engagement

Engaging in Meaningful Consultation with Stakeholders (Please describe the ways you meaningfully consulted with each group listed below as part of the development of the district ESSER III Plan)

### Students

We included our Student Council and Advisory classes in the survey below, only 15 were willing to take part in the survey. Their responses were taken into account in our decisions making for allocating these funds. In addition, our advisory teachers had some meaningful conversations with the students during the advisory time in regard to funds and their use in the district. We continue to offer programs and opportunities based on student needs/wants. The survey given can be found here:

[https://docs.google.com/forms/d/e/1FAIpQLSfyA7Pre6rYgT4435MuyN3uwsyz6jvLLC0vv00mJDkizwRulw/viewform?usp=sf\\_link](https://docs.google.com/forms/d/e/1FAIpQLSfyA7Pre6rYgT4435MuyN3uwsyz6jvLLC0vv00mJDkizwRulw/viewform?usp=sf_link)

### Families

In deciding what is needed/wanted in our district, it was important for us to hear our parent's and community's voices. CTE Pathway Advisory boards, site counsel, Facebook, and parent emails were utilized in providing our stakeholders the opportunity to be heard. These stakeholders were asked specifically about the use of ESSER funds and these results were utilized in deciphering how to allocate our ESSER funds. The survey was also discussed in meetings with each of these panels.

After sending the survey out, we had a 31% response rate with 26 household responses. The majority of these responses were asking for more personnel to provide interventions. Additional instructional staff will be utilized in these interventions. We will continue to leave this survey up as well as consider its results in future expenditures. In addition, we will have devices set up in our commons area during our spring conferences to get more stakeholder input.

[https://docs.google.com/forms/d/e/1FAIpQLSfyA7Pre6rYgT4435MuyN3uwsyz6jvLLC0vv00mJDkizwRulw/viewform?usp=sf\\_link](https://docs.google.com/forms/d/e/1FAIpQLSfyA7Pre6rYgT4435MuyN3uwsyz6jvLLC0vv00mJDkizwRulw/viewform?usp=sf_link)

### School and District Administrators including Special Education Administration

Both school (2) and district administrators (1) have met on several occasions to review the allowable uses and discuss our district needs. After these meetings took place, the administration included our staff which included our special education instructors and paras to brainstorm other needs for the district. These needs were then compared to the needs and ideas from administration meetings. Once these meetings concluded, the director and assistant directors of our special education cooperative were asked to give their input as well. Their thoughts on the allocation of the funds were considered as well.

In considering our special education population, we reached out to the 4 directors at South Central Special Education Cooperative as we cooperate with them in providing special education services to our students. None of the directors responded to our survey. We will continue to leave the survey live in an effort to get their input for future expenditures.

[https://docs.google.com/forms/d/e/1FAIpQLSfyA7Pre6rYgT4435MuyN3uwsyz6jvLLC0vv00mJDkizwRulw/viewform?usp=sf\\_link](https://docs.google.com/forms/d/e/1FAIpQLSfyA7Pre6rYgT4435MuyN3uwsyz6jvLLC0vv00mJDkizwRulw/viewform?usp=sf_link)

### **Teachers, Principals, School leaders, other Educators, School Staff and their Unions**

Once we got our estimated amounts for ESSER III, the amounts were shared with our school staff. A survey was given to all staff members to open discussions on allocations. Of our staff, only 15 chose to participate. Administrators then held meetings to review allowable ways to allocate the money and discuss the needs of the district. Our staff is small enough it was easy to hold meetings as a group and involve everyone in our district. Department heads and administrators then had separate meetings with their staff to discuss needs more in-depth. Lastly, the administration discussed our findings with the board of education who offered their input as well. After all of the meetings, a plan was developed and the groups all came to a consensus on ways to utilize the funds.

We did reach out to the teachers union via our attached survey. However, being a small 1A school, not many, only 3, of our teachers participate in the union. These numbers are included in the staff who participated in the survey. As we analyze our data, we were not able to identify which staff member responses were teachers who were part of the teachers union. We did receive responses from about half of our teachers. This link will remain live in an effort to continue to collect thoughts from our stakeholders.

[https://docs.google.com/forms/d/e/1FAIpQLSfyA7Pre6rYgT4435MuyN3uwsyz6jvLLC0vv00mJDkizwRulw/viewform?usp=sf\\_link](https://docs.google.com/forms/d/e/1FAIpQLSfyA7Pre6rYgT4435MuyN3uwsyz6jvLLC0vv00mJDkizwRulw/viewform?usp=sf_link)

### **Tribes**



While our student information system indicates we have one tribal student, of the Cherokee Nation Tribe, in our district, we reached out to the following tribes in our state with a survey seeking feedback regarding suggestions to best meet the needs of Native American students:

Cherokee Nation Education Services, [education@cherokee.org](mailto:education@cherokee.org)

Dr. Sarah Deer. Deer (Muscogee 'Creek' Nation of Oklahoma) is a University Distinguished Professor at the University of Kansas and serves as Chief Justice of the Court of Appeals of the Prairie Island Indian Community. [sarah.deer@ku.edu](mailto:sarah.deer@ku.edu)

Alex Red Corn (Osage) Assistant Professor of Educational Leadership, Coordinator for Indigenous Partnerships, Co-Chair of the K-State Indigenous Faculty and Staff Alliance (IFSA) [aredcorn@ksu.edu](mailto:aredcorn@ksu.edu)

Kelly Walker, LMSW, is an enrolled member of the MHA Nation of North Dakota and is Arikara, Hidatsa, and Comanche. She is the Lawrence Public Schools Native American Student Services (NASS) Coordinator, [krwalker@usd497.org](mailto:krwalker@usd497.org)

Max Bear, (Cheyenne & Arapaho Tribes) [mbear@c-a-tribes.org](mailto:mbear@c-a-tribes.org)

Below is the email sent to each individual listed above:

As you may already know, to specifically address needs due to the COVID-19 Pandemic, school districts across the country have been allocated Federal ESSER ("Elementary and Secondary School Emergency Relief") funds. The district's priority is to support student and staff health needs. To do this, plans are in place to use a portion of these funds to address and upgrade all HVAC units with the addition of Indoor Air Quality (IAQ) capabilities to reduce the risk of virus transmission.

With the remaining allocation, USD 511 BOE members and administrators are truly interested in hearing from you on where these funds could be utilized. Below is the list of acceptable use of the funds. We would love to hear your thoughts on what should be a priority and if you have additional ideas to help us to best meet our students' needs:

Career and Tech Education

Develop and implement strategies and procedures to improve preparedness and response efforts

Provide additional training on sanitation

Purchase more cleaning/sanitation supplies

Provide additional mental health services and supports

Extended summer school

Address learning-loss for all students

Implement evidence-based activities to meet the comprehensive needs of students

In the event of long-term school closure: purchase additional technology; provide information, assistance, and training to parents; track student attendance and improve student engagement

Other options you feel are important

Thank you for taking the time to take the following survey to share your thoughts.

[https://docs.google.com/forms/d/e/1FAIpQLSeSsOLJ9U0m4-rzze733H91Hq6OqAD6z5GY0NHVEMXN0L\\_akg/viewform?usp=sf\\_link](https://docs.google.com/forms/d/e/1FAIpQLSeSsOLJ9U0m4-rzze733H91Hq6OqAD6z5GY0NHVEMXN0L_akg/viewform?usp=sf_link)

Although there was no response from these individuals before submitting the application, we still believe the supports we are implementing through ESSER III funding will benefit any Native American students who are enrolled at Attica Public Schools. Should we receive a response from these representatives, we will use their responses to consider future adjustments to our plan.

## Civil Rights Organization including Disability Rights Organizations

A survey was sent to:

[info@aclukansas.org](mailto:info@aclukansas.org) American Civil Liberties Union of Kansas.

Kansas Action for Children (sent link via their website contact page: <https://kac.org/contact>)

Kansas National Association for Advancement of Colored People (sent via their website contact page <https://kansasnaacp.org/contact>.)

Here is the link to the survey that was sent:

[https://docs.google.com/forms/d/e/1FAIpQLSeSsOLJ9U0m4-rzze733H91Hq6OqAD6z5GY0NHVEMXN0L\\_akg/viewform?usp=sf\\_link](https://docs.google.com/forms/d/e/1FAIpQLSeSsOLJ9U0m4-rzze733H91Hq6OqAD6z5GY0NHVEMXN0L_akg/viewform?usp=sf_link)

Although there was no response from these individuals before submitting the application, we still believe the supports we are implementing through ESSER III funding will benefit any Native American students who are enrolled at Attica Public Schools. Should we receive a response from these representatives, we will use their responses to consider future adjustments to our plan.

## **Stakeholders representing the interests of children with disabilities, English Learners, children experiencing homelessness, children in foster care, migratory students, children who are incarcerated, and other underserved students**

In an effort to obtain opinions from all of our stakeholders, our survey was sent out to all parents. In addition, our homeless liaison participated in the survey. Our SIS currently shows no homeless students, thus our liaison was asked to take the survey. Likewise, we do not have any homeless students, children in foster care, migratory students, or children who are incarcerated indicated in our student information system. In addition, we have one student identified as an English Language Learner. That parent chose not to identify their answers in the survey, preventing the district from identifying her answers. Lastly, we had 2 parents identify as a parent of students with disabilities. Their responses indicated they would like to see more personnel for intervention purposes.

Attica Public Schools works directly with South Central Kansas Special Education Cooperative (SCKSEC) and its itinerants in providing special education services for our students with disabilities. Our survey was sent to the director of SCKSEC and any itinerants who may have an interest in our district. Their thoughts were taken into consideration in creating our ESSER III plan.

The survey offered can be found here:

[https://docs.google.com/forms/d/e/1FAIpQLSeSsOLJ9U0m4-rzze733H91Hq6OqAD6z5GY0NHVEMXN0L\\_akg/viewform?usp=sf\\_link](https://docs.google.com/forms/d/e/1FAIpQLSeSsOLJ9U0m4-rzze733H91Hq6OqAD6z5GY0NHVEMXN0L_akg/viewform?usp=sf_link)

## **Provide the public the opportunity to provide input and take such input into account**

In order to gain as much input as possible from our stakeholders as well as our community, we utilized our Facebook page. We requested input from anyone willing to give it by posting a link to our survey, this link remains available still. We are not particular about when we get input, just that we receive it, so we decided to leave it up indefinitely. There was only one response given by a person who wasn't a parent/guardian, student, or staff member of the district.

In addition, our board of education meeting agendas and minutes are always made available to the public, as well as discussed in the newspaper after each monthly meeting. These allow the public the knowledge of discussion pertaining to ESSER money and its allocation. The public is always welcome at any and all board meetings.

## **Use of Funds for Learning Loss Set Aside and The Rest of The Allocation**

**Please briefly describe the impacts of COVID-19 on the district and its Pre-K through 12 students, including any relevant data where possible (e.g., cost impact, learning loss, emotional impact on students). If there has been a disproportionate impact on a special population in the district (e.g., students with disabilities, English Learners, students in foster care, students in poverty, etc.), please describe the impact and provide the number of Pre-K through 12 students in that population.**

As we look at the implications on our students and staff due to COVID, we know learning loss has occurred. Last year, many of our students found themselves in and out of the building based on quarantines, not just for a positive COVID test, but also from exposure. This time out of the school building led some students to attend class virtually if they had appropriate access at home. Those who did not have appropriate access would get packets sent home, causing extra stress on our teachers, parents, and students. Many students fell behind and the teachers and staff were taxed with catching them up upon return. To help address some of our learning loss, we have partnered with Edgenuity to offer credit recovery courses.

In addition, our staff is exhausted, we see it every day as they walk through the doors. To try and help them feel appreciated and know their value in the district, we will give them a retention bonus. Our hope is to keep our teaching morale high, continue to strive for excellence, and make up for some of the shortfalls in scores due to COVID mitigations.

In an effort to mitigate some of the danger of COVID and its infection rate, we have added an open-air PE position. This position was created to get the students outside and active as much as possible throughout the day, while ensuring small class sizes. Additionally, this position offers the teachers a little extra time during the day to execute some extra cleaning to ensure classrooms stay as sanitary as possible throughout the school day.

Lastly, our classrooms are cooled through window air conditioner units while heated utilizing a boiler system. This limits our ability to ventilate our classrooms and circulate outside air to the inside to try and eliminate some of the contaminants that are making their way into the classrooms. To try and limit the number of contaminants that remain in our classrooms, we will replace these units with a split unit in each classroom that will circulate air from outside into the classrooms while heating and/or cooling the rooms.

**How the LEA will use the funds it reserves under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year? (Provide specific references to evidence-based interventions that meet one of the four tiers of evidence, as defined in Sec. 8101(21) of ESEA)**

Mitigations for learning loss will be addressed through different avenues. Fastbridge assessments as well as state assessments will be utilized to determine the full extent of learning loss in our district. With these assessments, we will have licenses to enable the testing of each of our students on a regular basis. In addition, we will use district funds to update our outdated English Language Arts curriculum at all levels in our district. To aid in closing the gap of loss, we are reevaluating our Multi-tiered Systems of Support (MTSS) at the K-5 level to find ways to improve the system. In addition, we will add MTSS at the 6-12 grade levels. We will utilize our additional licensed staff members as well as our paraprofessionals to offer these tiered interventions and one-on-one support as needed.

Edgenuity is being purchased to support credit recovery, offer ACT Preparation, and offer other courses students may need for graduation.

**How the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act?**

Attica Public Schools will utilize the funds to replace outdated and unsafe window air conditioner units, with effective split units. These units will also eliminate the need to utilize our outdated boiler heating unit. This decision was the result of having meetings with multiple stakeholder groups, an energy audit conducted, and BOE strategic planning.

**How the LEA will ensure that the interventions it implements, including but not limited to the interventions under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time, will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students disproportionately impacted by the COVID-19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students.**

Mitigations for learning loss will be addressed through different avenues. Fastbridge assessments as well as state assessments will be utilized to determine the full extent of learning loss in our district. With these assessments, we will have licenses to enable the testing of each of our students on a regular basis. In addition, we will use district funds to update our outdated English Language Arts curriculum at all levels in our district. To aid in closing the gap of loss, we are reevaluating our Mult-tiered Systems of Supports (MTSS) at the K-5 level to find ways to improve the system. In addition, we will add MTSS at the 6-12 grade levels. We will utilize our additional staff members to offer these tiered interventions and one-on-one support as needed.

We are working in conjunction with our school psychologist in developing a Student Intervention Team that will meet once a month and as the need arises. Key personnel meets weekly to discuss assessments and grades to identify students who may need additional support. In addition, grades and attendance are reviewed weekly for all students. Fastbridge will be utilized 3 times a year for benchmarking the students with monthly progress monitoring to determine if we have students who need extra interventions in mathematics, English, or reading. The continuation of analyzing state assessments and formative data will be utilized in determining individual student needs. We provide time for parents, teachers, and students to meet to review the data and brainstorm how to help struggling students. We also provide ESL services through a highly-qualified teacher along with a highly-qualified paraprofessional, and special education plans for students that need them.

## Allocations

	Direct Allocation	True Up Allocation	Total Allocation		20% Minimum
ESSER III Allocations	\$246,039	\$0	\$246,039	ESSER III Allocations	\$49,208
Approved Total	\$176,039	\$0	\$176,039	Approved Total	\$84,476
Amount Left	\$70,000	\$0	\$70,000	Amount Still Needed	\$0
In Review Total	\$70,000	\$0	\$70,000	In Review Total	\$0
Amount Left	\$0	\$0	\$0	Amount Still Needed	\$0

## Line Items

ID	Allocation Type	Learning Loss	Function Code	Object Code	Allowable Use	Total Expenditures	Status
511-3-0008	Direct	False	2600	723	14	\$70,000	Task Force Review
511-3-0001	Direct	True	1000	110	1B	\$77,098	Approved
511-3-0002	Direct	False	2134	120	15	\$2,963	Approved
511-3-0003	Direct	False	2000	120	7	\$35,100	Approved
511-3-0004	Direct	True	1000	610	9	\$7,378	Approved
511-3-0005	Direct	False	1000	115	16	\$30,000	Approved
511-3-0006	Direct	False	1000	110	16	\$13,500	Approved
511-3-0007	Direct	False	2000	120	16	\$10,000	Approved

## Line Item Details

Line Item ID: 511-3-0008

**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 Split Heating/Cooling Units

**Account Number**

50

**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**

Purchase split units to replace our window units to improve the indoor air quality in our classrooms.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$70,000
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$70,000</u>

**Status**

Task Force Review

**Line Item Comment from KSDE**

Allowable if meets CDC guidelines.

Line Item ID: 511-3-0001

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III

**Account Number**

50

**Function Code**

1000 - Instruction

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

1B - Any activity authorized by the Individuals with Disabilities Education Act.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

This will provide an additional teacher to keep our class sizes smaller for social distancing purposes as well as get our students out in the open air as much as possible. In keeping our class sizes smaller, we can provide extra support as needed for our students who need more intervention due to learning loss. In addition, this position will provide extra support in MTSS interventions to address the learning loss we are feeling in our building from taking time out of school due to the COVID-19 shutdown as well as seat time lost in school due to quarantine.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
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<b>Budgeted Expenditures in SFY 2022</b>	\$0
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<b>Budgeted Expenditures in SFY 2023</b>	\$38,299
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<b>Budgeted Expenditures in SFY 2024</b>	\$38,799
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<b>Total Expenditures</b>	<u>\$77,098</u>
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**Status**

Approved

Line Item ID: 511-3-0002

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III Part-time School Nurse

**Account Number**

50

**Function Code**

2134 - Nursing Services

**Object Code**

120 - Regular Non-Certified Salaries

**Allowable Use**

15 - Developing strategies and implementing public health protocols for the reopening and operation of school facilities.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

This position will provide a nurse to perform all necessary COVID screening/testing for mitigation purposes.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
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<b>Budgeted Expenditures in SFY 2022</b>	\$0
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<b>Budgeted Expenditures in SFY 2023</b>	\$2,160
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<b>Budgeted Expenditures in SFY 2024</b>	\$803
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<b>Total Expenditures</b>	<u>\$2,963</u>
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**Status**

Approved

Line Item ID: 511-3-0003

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III Extra Cleaning Staff

**Account Number**

50

**Function Code**

2000 - Support Services

**Object Code**

120 - Regular Non-Certified Salaries

**Allowable Use**

7 - Purchasing supplies to sanitize and clean LEA and school facilities.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

This position will perform extra cleaning and sanitizing throughout campus in an effort to minimize the spread of COVID.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$17,550**Budgeted Expenditures in SFY 2024** \$17,550**Total Expenditures** \$35,100**Status**

Approved

Line Item ID: 511-3-0004

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III Edgenuity

**Account Number**

50

**Function Code**

1000 - Instruction

**Object Code**

610 - General Supplies and Materials

**Allowable Use**

9 - Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

After shutting down our school for COVID-19, we have seen some learning loss among our students. In light of this, we are finding that we need different avenues to address this loss. Adding online courses through Edgenuity has helped in addressing some of the deficits caused by COVID-19, allowing students to take additional courses as needed. In addition, this online access will afford our students who are quarantined an avenue to continue to learn while they are closed in at home.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$3,689**Budgeted Expenditures in SFY 2024** \$3,689**Total Expenditures** \$7,378**Status**

Approved

**Line Item Comment from KSDE**

Line Item ID: 511-3-0005



**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III Substitute

**Account Number**

50

**Function Code**

1000 - Instruction

**Object Code**115 - Temporary Certified Substitutes'  
Salaries for Certified Staff**Allowable Use**16 - Other activities necessary to  
maintain LEA operations and services  
and employ existing LEA staff.**Please describe the expenditures within the account and how they will address a COVID-19 need**

If any of our staff test positive for COVID-19, they are required to remain out of our building until they can produce a negative COVID-19 test, or have reached their 10 days of quarantine. This is requiring our district to pay for substitute teachers for a prolonged period of time. This portion of the ESSER III funds will be used to pay for those substitute teachers to keep our students in the classroom when our teachers are sick.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$15,000
<b>Budgeted Expenditures in SFY 2024</b>	\$15,000
<b>Total Expenditures</b>	<u>\$30,000</u>

**Status**

Approved

Line Item ID: 511-3-0006

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III Retention Pay Certified Staff

**Account Number**

50

**Function Code**

1000 - Instruction

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Our staff members have been feeling the effects of COVID-19 over the past 2 years. It is evident that our staff are all tired and have begun spending more and more hours trying to keep up with educating our students who have shown learning loss since the pandemic. It is harder and harder to retain teachers and part of that is the stress put on them as they see many social-emotional needs appearing in many of our students. With the pandemic causing extra stress, these funds will aid in providing 27 certified staff members \$500 each in retention pay.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$13,500
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$13,500</u>

**Status**

Approved

Line Item ID: 511-3-0007

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III Retention Pay Non-Certified

**Account Number**

50

**Function Code**

2000 - Support Services

**Object Code**

120 - Regular Non-Certified Salaries

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Our staff members have been feeling the effects of COVID-19 over the past 2 years. It is evident that our staff are all tired and have begun spending more and more hours trying to keep up with the building needs since the pandemic. With this exhaustion, we are seeing many staff members leaving education. It is harder and harder to retain staff and part of that is the stress put on them as they see many social-emotional needs appearing in many of our students. With the pandemic causing extra stress, these funds will aid in providing 20 non-certified staff members \$500 in retention pay as they are working extra hours due to the effects of the pandemic. Many of these staff members are working tireless hours to keep our building safe for our students each day. These funds will provide retention pay to our staff who are working extra hours due to the effects of the pandemic.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$10,000
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$10,000</u>

**Status**

Approved