



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

March 10th Task Force Meeting Pre-Read Materials

Dear Task Force members,

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

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

As a reminder, we will review applications and requests deemed eligible at a summary level in the meeting. If there is a specific application or request you would like addressed in the Task Force meeting, please email ESSER@ksde.org no later than Thursday, March 9th, 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 – February 10, 2023

Call to Order

Chairman Porter called the meeting of the Commissioner's Task Force to order at 3:00 p.m. on Friday, February 10, 2023.

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

Approval of Agenda

Melissa Rooker made a motion to approve the agenda as presented for the February 10 meeting and Janet Eaton seconded it. Motion carried (11-0).

MOTION
(00:08:04)

Attendance

The following Task Force members attended by video conference:

Jim Porter	Cathy Hopkins
Adam Thomas	Simeon Russell
Lisa Peters	Roberta Lewis
TinaRae Scott	Brad Bergsma
Janet Eaton	Nick Compagnone
Adam Proffitt	Melissa Rooker

Approval of January 6 Minutes

Adam Thomas made a motion to approve the January 6 minutes and Bert Lewis seconded it. Motion carried (11-0).

MOTION
(00:08:42)

ESSER II: Change Application Status Update

Doug Boline started the meeting off by stating that there are 19 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, February 14. The ESSER II change requests consist of 367 individual budgeted expenditures totaling a value of \$5.8 million (eligible net change is \$399,154).

Most of the requests are smaller total amount, as districts try to use the remainder of their ESSER II allocation.

(00:09:11)

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

Adam Proffitt made a motion to approve the ESSER II change request as presented. Bert Lewis seconded it. Motion carried (12-0).

MOTION
(00:17:15)

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

Doug Boline mentioned that the 21 districts represented in today's ESSER III application batch have requested \$21.8 million (for eligible expenditures): 85% of their total allocation. The average eligible expenditures (requested) per district (for this specific batch) range from \$76,104 to \$8,172,631; average amount per district is \$885,211. The eligible planned expenditures (for this batch) per student range from \$626 to \$2,471; average amount is \$1,376.

(00:17:54)

ESSER III: Discussion of Change Requests Deemed Eligible by KSDE

The eligible expenditures for the 18 ESSER III change requests totaled to \$38,902,791 (cumulative). The net change for the eligible requests total to \$6,827,522. 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).

(00:28:42)

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

Melissa Rooker made a motion to approve the ESSER III change requests and applications. Brad Bergsma seconded it. Motion carried (12-0).

MOTION
(00:39:43)

EANS Update

Tate Toedman provided the Task Force with an update on EANS funding. Since spring 2021, KSDE has received 300 change requests for EANS funding, 221 of those were deemed eligible and approved for an increase in \$1.6 million in those changes. Tate Toedman stated that the majority of the changes consisted of price increases for supplies, increase in number of students who needed services, or different (more updated) version of a computer, etc. The \$1.6 million does **not** include any services private schools have requested but have **not** yet received (such as summer school programs for 2023). Twenty-six private schools throughout Kansas applied for EANS and was awarded funding. The funding average per student was \$2,769. After the EANS funds were requested, we still had 10.9 million left and due to the time requirement Congress put into law, it was re-categorized as GEER money, which made it available to benefit both private and public-school students. With the majority of the funds, the Sunflower Summer program was expanded. In addition, the other investment made was with the Kansas Preschool Pilot, which is open to both private and public-school students.

00:40:09)

Bert Lewis made a motion to set a deadline for ESSER II change requests to be submitted to the task force; the proposed deadline is Thursday, June 1, 2023. Adam Thomas seconded. Motion carried (9-0).

MOTION
(01:04:35)

Adjournment

Chairman Porter adjourned the meeting at 3:58 p.m. The next meeting will occur on Friday, March 10, 2023 at 3:00 p.m.

(01:05:47)



Commissioner's K-12 Relief Funds Task Force

Task Force Meeting
March 10th, 2023



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STATE DEPARTMENT OF
EDUCATION
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ESSER II: Change Application Status Update

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ESSER II status update

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

- 6 ESSER II change applications from districts representing 4,661 students¹
- 147 individual budgeted expenditures totaling a value of \$2.9M

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
106	Western Plains	\$106,989	\$106,989	\$106,989	\$0	Summer Salaries and Technology
209	Moscow	\$88,010	\$62,301	\$88,010	\$25,709	Curriculum and Software
267	Renwick	\$533,006	\$533,006	\$533,006	\$0	Professional Development and Mental Health Supports for students

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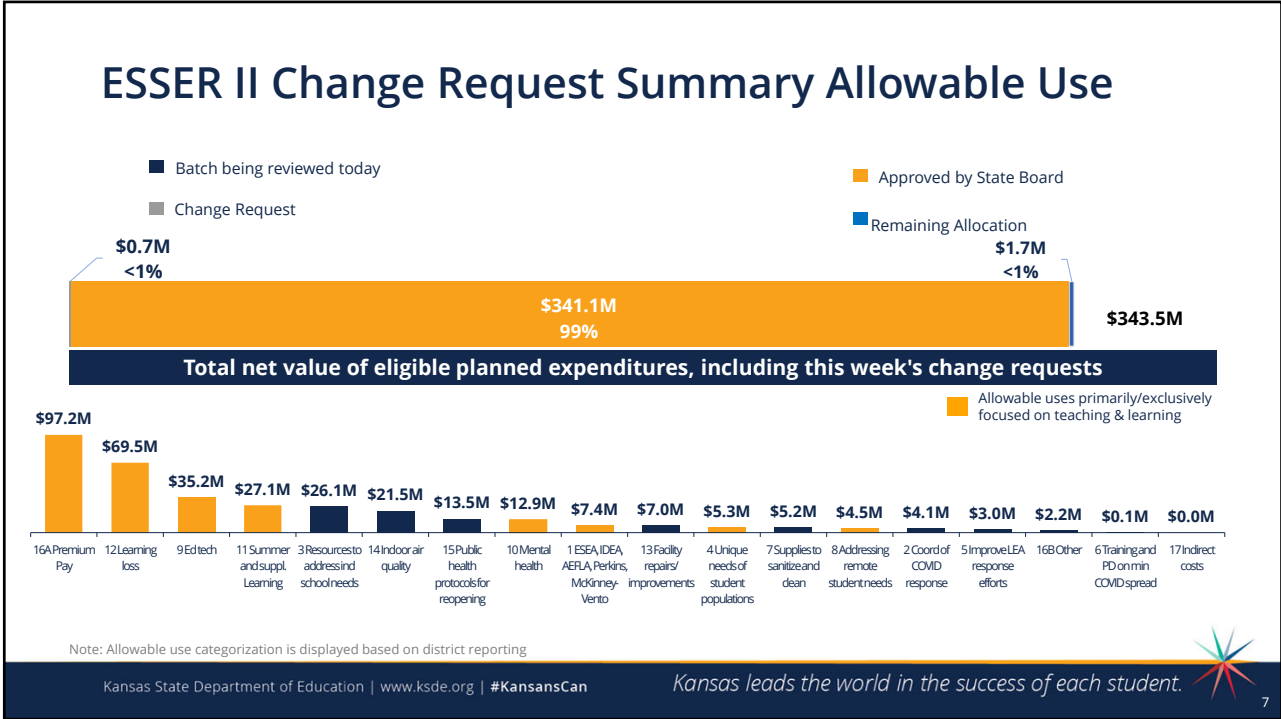
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ESSER II Change Request Summary

District Number	District Name	Total Direct and True Up Allocation	Previously Eligible	Total Eligible (cumulative)	Eligible Net Change	Summary of Changes
271	Stockton	\$243,127	\$225,627	\$243,127	\$17,500	Salaries
352	Goodland	\$715,088	\$634,088	\$715,088	\$81,000	Technology and Curriculum
353	Wellington	\$1,180,206	\$571,280	\$1,180,206	\$608,926	Premium Pay and After-School Program
Total		\$2,866,426	\$2,133,291	\$2,866,426	\$733,135	

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

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Vote to recommend the slate of ESSER II requests

Scope:
- 6 ESSER II change request



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

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ESSER III status update

34 ESSER III plans projected to be reviewed in the current slate. 15 ESSER III change plans to be reviewed in the current slate.

- 34 districts submitted ESSER III plans representing 32,690 students.
- 698 individual budgeted expenditures totaling a value of \$31.4M considered eligible expenditures and \$97K considered ineligible expenditures.
- 15 districts submitted ESSER III change plans representing 52,091 students.
- 569 individual budgeted expenditures totaling a value of \$66.7M considered eligible expenditures and \$24K considered ineligible expenditures.

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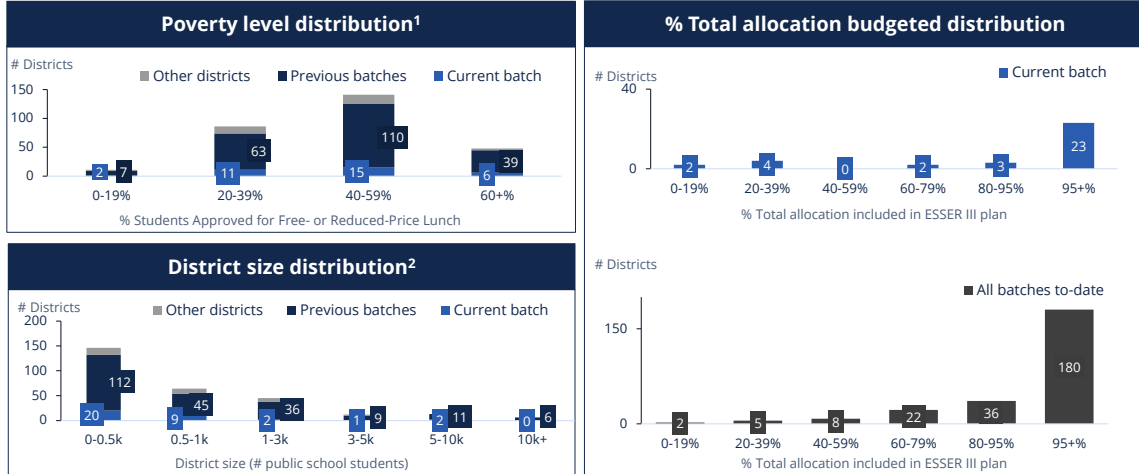
ESSER III Update | Overview

Category	Count	Value
Slates of plans fully approved by State Board	219 plans	\$642M
Batch of change request plans being reviewed today	15 plans	\$66.7M
Batch of plans being reviewed today	34 plans	\$31.4M
Plans that have not yet been submitted	0 plan	
Plans that are under KSDE review	33 plans	

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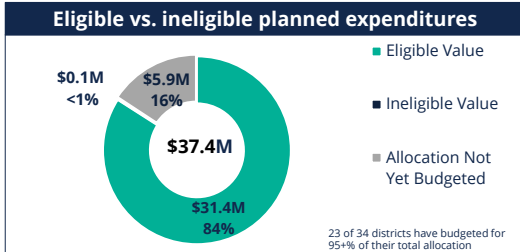
Program Summary | Profile of monthly batch of ESSER III districts



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.

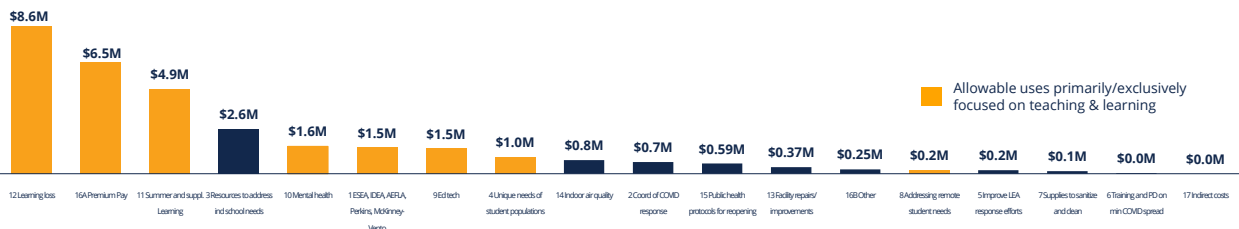
13

Summary of Today's Batch



Average eligible expenditures per district	Eligible planned expenditures per student ¹ <i>Over total length of plan</i>
\$923,161	\$960
Range: \$17,000 - \$4,113,464	Range: \$48 - \$4,989

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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ESSER III: Requests Deemed Ineligible by KSDE



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USD 364: Marysville | Ineligible line-items

Ineligible planned expenditures - Total value: \$97,226

Dollar value	Function	Object	Allowable use	Account description and relation to COVID	Rationale for ineligibility
\$10,000	2210	111	12 - Addressing learning loss among students, including vulnerable populations.	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.	This is not allowable under Uniform Grant Guidance (2 CFR 200).



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USD 364: Marysville | Ineligible line-items

Ineligible planned expenditures - Total value: \$97,226

Dollar value	Function	Object	Allowable use	Account description and relation to COVID	Rationale for ineligibility
\$766	2210	220	12 - Addressing learning loss among students, including vulnerable populations.	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.	This is not allowable under Uniform Grant Guidance (2 CFR 200).



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USD 364: Marysville | Ineligible line-items

Ineligible planned expenditures - Total value: \$97,226

Dollar value	Function	Object	Allowable use	Account description and relation to COVID	Rationale for ineligibility
\$100	2210	260	12 - Addressing learning loss among students, including vulnerable populations.	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.	This is not allowable under Uniform Grant Guidance (2 CFR 200).



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USD 364: Marysville | Ineligible line-items

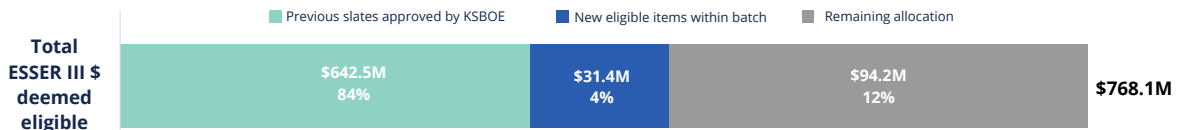
Ineligible planned expenditures - Total value: \$97,226

Dollar value	Function	Object	Allowable use	Account description and relation to COVID	Rationale for ineligibility
\$86,360	2720	659	15 - Developing strategies and implementing public health protocols for the reopening and operation of school facilities.	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.	This is not reasonable under ESSER.

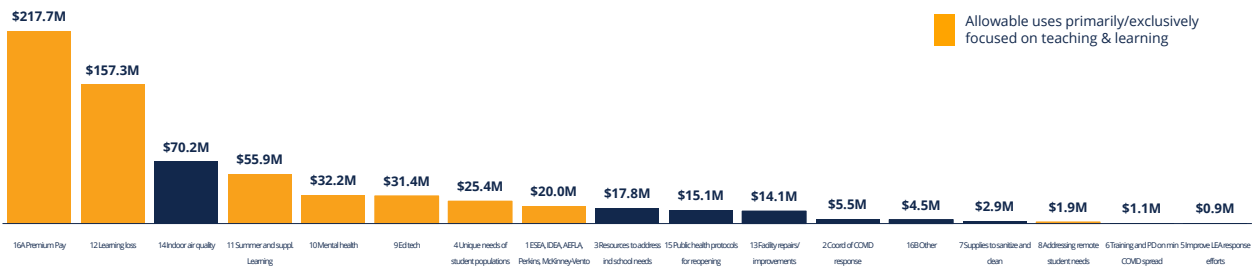


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Cumulative ESSER III Program Summary



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
204	Bonner Springs	\$3,882,112	\$3,406,854	\$3,450,558	\$43,704	Salaries
245	LeRoy-Gridley	\$268,998	\$194,538	\$268,998	\$74,460	Synexis Systems
248	Girard	\$1,552,876	\$1,121,830	\$1,225,330	\$103,500	Salaries and Curriculum
275	Triplains	\$116,698	\$76,104	\$101,529	\$25,425	Premium Pay and Curriculum

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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
308	Hutchinson	\$8,492,960	\$8,361,560	\$8,492,960	\$131,400	Touchless Faucets and Flush Valves
361	Chaparral	\$1,575,625	\$1,565,625	\$1,411,625	(\$154,000)	Salaries
404	Riverton	\$1,082,253	\$569,404	\$1,019,404	\$450,000	HVAC
419	Canton-Galva	\$320,917	\$290,917	\$320,917	\$30,000	Curriculum

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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
420	Osage City	\$1,116,436	\$1,084,682	\$885,632	(\$199,050)	Air Quality Sensors
434	Santa Fe Trail	\$1,367,970	\$1,130,983	\$1,131,970	\$987	Curriculum
443	Dodge City	\$10,263,570	\$9,021,407	\$9,247,871	\$229,464	Salaries
467	Leoti	\$586,184	\$117,237	\$586,184	\$468,947	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
475	Liberal	\$13,748,921	\$12,471,198	\$13,206,198	\$735,000	Premium Pay and Library Media Books
493	Columbus	\$1,682,088	\$1,681,188	\$1,681,188	(\$900)	Salaries
512	Shawnee Mission	\$23,743,005	\$11,075,500	\$23,743,005	\$12,667,505	Salaries and Premium Pay
Total		\$69,800,613	\$52,169,927	\$66,773,369	\$14,603,442	

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ESSER III: Discussion of Change Requests Deemed Ineligible by KSDE



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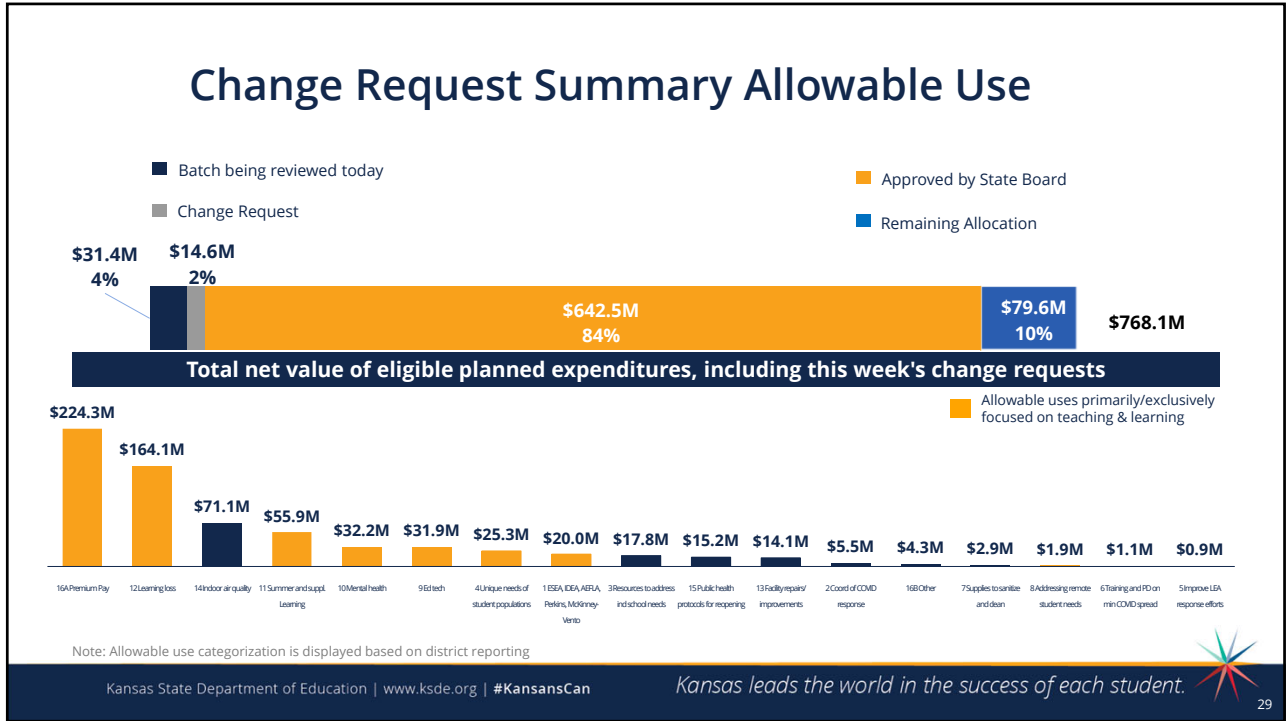
USD 420: Osage City | Ineligible line-items

Ineligible planned expenditures - Total value: \$24,331

Dollar value	Function	Object	Allowable use	Account description and relation to COVID	Rationale for ineligibility
\$24,331	1000	730	14 – Inspection, testing, maintenance, repair, replacement and upgrade projects to improve the indoor air quality in school facilities.	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.	This is not an allowable use of ESSER funds.



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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:

- 34 ESSER III applications
- 15 ESSER III change request


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Discussion of April Task Force Meeting Date Change

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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) ¹	% Students Approved for Free- or Reduced-Price Lunch ²	Total Direct and True Up Allocation	Previously Eligible	% Requested of Total Allocation Previously	Requested Change	Total Change Request Approved	Eligible net change for Task Force Review	% Eligible of Total Requested	Eligible Value Per Student (FTE) ¹
1	106	Western Plains	106	64%	\$ 106,989	\$ 106,989	100%	\$ 106,989	\$ 106,989	\$ -	100%	\$ 1,009
2	209	Moscow Public Schools	131	63%	\$ 88,010	\$ 62,301	71%	\$ 88,010	\$ 88,010	\$ 25,709	100%	\$ 672
3	267	Renwick	1,776	16%	\$ 533,006	\$ 533,006	100%	\$ 533,006	\$ 533,006	\$ -	100%	\$ 300
4	271	Stockton	332	50%	\$ 243,127	\$ 225,627	93%	\$ 243,127	\$ 243,127	\$ 17,500	100%	\$ 733
5	352	Goodland	882	49%	\$ 715,088	\$ 634,088	89%	\$ 715,088	\$ 715,088	\$ 81,000	100%	\$ 811
6	353	Wellington	1,435	53%	\$ 1,180,206	\$ 571,280	48%	\$ 1,180,206	\$ 1,180,206	\$ 608,926	100%	\$ 822
Total			4,661	37%	\$ 2,866,426	\$ 2,133,291	74%	2,866,426	\$ 2,866,426	\$ 733,135	100%	\$ 615

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

Kansas CommonApp (2020)

3782-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)



mrXNEjpL

106_Western Plains_ESSER II Plan_7-1-21 (copy)

Applicant details

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

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

Select an Applicant Type Unified School District

Applicant / Entity Name Western Plains USD 106

Applicant / Mailing Address

100 School Street

Applicant / First and Last Name of Owner, CEO, or Executive Director Jeff Michael Jones

Applicant / Email Address of Owner, CEO, or Executive Director jjones@usd106.org

Applicant / Phone Number 7857312352

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) 680581244

Applicant / Website Address (if applicable) www.usd106.org

Fiscal Agent / Name (if applicable) Jeff Michael Jones

Fiscal Agent / Email (if applicable) jjones@usd106.org

Fiscal Agent / Mailing Address (if applicable)

100 School Street;
Ransom KS 67572

Application details

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

Full District Name	Western Plains
District Number	106
Mailing Address Street Address	100 SCHOOL ST
Mailing City	RANSOM
Mailing Address Zip Code	67572
Authorized Representative of the District Name	Jeff Jones
Authorized Representative of the District Position or Title	Superintendent
Authorized Representative of the District Email Address	jjones@usd106.org
Authorized Representative of the District Phone Number	+17857312352
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 impacts of COVID-19 on the Western Plains School District were significant. Like all schools in the state we lost most of the fourth quarter of in-person education during the 2019-2020 school year. During the 2020-2021 school year different school building went to remote learning at different times during the year. Furthermore, we had several students that were in remote learning throughout all or the majority of the school year. Our English Language Learners seemed to be the most likely impacted by the disruption to our school year. Our ELL students make up just over 20% of our entire student body or 22 students. A significantly greater percentage of these students remained in remote learning throughout the majority of the school year or all of the school year. For this special population there statistically significant drop in their performance as a group on the KELPA test. In comparing scores this past year from 2 years ago, which had relatively been consistent from previous years, the following results were found: just 6% of students scored a the Proficient level as compared to 22%, 17%

tested at the Satisfactory level as compared to the 44%, 39% did not demonstrate progress as compared to 16% previously. Furthermore, we saw a slight drop in our overall state math assessments as well but a larger drop in English Language Arts. This could be at least partially explained through the performance of the special population of English Language Learners.\",

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.

Western Plains USD 106 plans to use its direct district allocation primarily through addressing learning loss due to the impacts of COVID-19 and limitations that were placed on the school experience and time missed during the traditional school experience. Our district will focus its expenditures in addressing more specifically the drop in performance in English Language Arts especially those within the special population of those eligible for the KELPA test. USD 106 will add a summer educational program that will target students that have demonstrated learning gaps and and have scored in levels 1 and 2 in state assessments as well as not meeting progress towards KELPA standards. USD 106 will add a position of ESOL para. USD 106 has added 3 days to the school calendar to add additional time for all students to make educational progress. The district will also address added needs in the areas of professional development, facility cleaning and technology support. USD 106 will enter into an agreement with ESSDACK and be a part of the RUS Grant to provide enhanced distance learning opportunities for students as well as accessible professional development for staff since our district is in a remote area. USD 106 has added an additional custodial position to deal with the additional duties that are required due to the COVID-19 impact. USD 106 will also add a part-time technology position as well as replace technology equipment that was used to a much greater degree and has become in state of repair due to the impacts of COVID-19

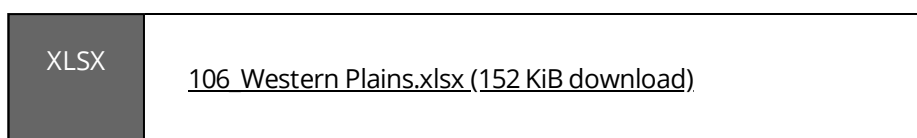
How will the district determine the impact of its ESSER II direct district allocation expenditures (and additional per-student allocation, if applicable) on students?

USD 106 will measure the impact of the ESSER II direct district allocation expenditures through the percentage of students taking advantage of the additional learning opportunities provided through the RUS Grant. Taking advantage of these opportunities will allow them to gain additional industrial certifications equalizing the difficulties that exist in being in a remote location and having access to these educational opportunities. We will also measure the impact of our teaching staff that take advantage of professional development that will be more readily available through the distance learning platform of the RUS Grant that we hope will assist our teachers in motivating our students and making them better prepared to advance. Finally, we will measure gains in performance on standardized assessments such as the KELPA and state assessments to determine the impact of the additional educational staff, programs and length of the school year."

Notes on ESSER II application Excel template:

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

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



Local Education Agency (LEA) Assurances

Section I. General Grant Assurances for Federal Funds

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

34 CFR §76.702 Fiscal control and fund accounting procedures.

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

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

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

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

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

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

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

34 CFR §76.722 Subgrantee reporting requirements.

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

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

[72 FR 3703, Jan. 25, 2007]

34 CFR §76.730 Records related to grant funds.

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

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

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

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

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

34 CFR §76.731 Records related to compliance.

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

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

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

2 CFR Subpart D – Post Federal Award Requirements

§200.302 Financial management.

§200.303 Internal controls.

§200.305 Payment.

§200.313 Equipment.

§200.314 Supplies.

§200.318 General procurement standards.

§200.320 Methods of procurement to be followed;

2 CFR 200 Subpart E: Cost Principles:

§200.403 Factors affecting allowability of costs.

§200.404 Reasonable costs.

§200.405 Allocable costs.

§200.413 Direct costs.

§200.415 Required certifications.

§200.430 Compensation—personal services.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Providing mental health services and supports.

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

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

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

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

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

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

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

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

Certification

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

Electronic Signature

Jeff Jones

Date

06/30/2021

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

USD	District Name	Data as of
106	Western Plain	3/1/2023

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
106-1-001-20230314	Eligible	Direct Allocation	Support Services (Students)	Technology-Related Software	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Allows students access for educational programs remotely that our district does not have access to that will specifically target students in special populations	\$ 7,115	\$ 7,115	\$ -	\$ -	\$ -	89	Approved at July 2021 State Board Meeting. Reviewer relied on Common App description of needs and strategies to address Covid related learning loss.
106-1-002-20230314	Eligible	Direct Allocation	Instruction	Professional - Education 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	Provide Training for staff, parents and students on technology use and educational opportunities	\$ 9,000	\$ 9,000	\$ -	\$ -	\$ -	89	Approved at July 2021 State Board Meeting. Reviewer relied on Common App description of needs and strategies to address Covid related learning loss.
106-1-003-20230314	Eligible	Direct Allocation	Operation & Maintenance of Plant	Regular Non-Certified Salaries	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	Addition custodial staff for additional cleaning during pandemic	\$ 9,000	\$ -	\$ 9,000	\$ -	\$ -	89	Approved at July 2021 State Board Meeting. Reviewer relied on Common App description of needs and strategies to address Covid related learning loss.
106-1-004-20230314	Eligible	Direct Allocation	Instruction	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	Additional ESOL para salary to assist English Language Learners address learning loss	\$ 9,000	\$ -	\$ 9,000	\$ -	\$ -	89	Approved at July 2021 State Board Meeting. Reviewer relied on Common App description of needs and strategies to address Covid related learning loss.
106-1-005-20230314	Eligible	Direct Allocation	Support Services (Students)	Regular Non-Certified Salaries	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Hire IT staff to implement and support additional technology.	\$ 9,000	\$ -	\$ 9,000	\$ -	\$ -	89	Approved at July 2021 State Board Meeting. Reviewer relied on Common App description of needs and strategies to address Covid related learning loss.
106-1-006-20230314	Eligible	Direct Allocation	Support Services (Students)	Technology-Related Hardware	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Purchase additional technology. Digital reading programs to help students with learning loss. This includes Study Sync and Wonders from McGraw Hill.	\$ 18,000	\$ -	\$ 18,000	\$ -	\$ -	89	Change Request. Previously approved for FY21 for \$6,000. The remainder will be purchased with ESSER III. Reviewer relied on Common App description of needs and strategies to address Covid related learning loss.

106-1-007-20230314	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Cover additional salaries/expenses for staff associated with summer extended learning	\$ 874	\$ -	\$ 874	\$ -	\$ -	89	Change Request. Previously approved for FY21 for \$12,874. The remainder will be paid with in ESSER III. Reviewer relied on Common App description of needs and strategies to address Covid related learning loss.
106-1-008-20230314	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	Extend the length of the school year	\$ 45,000	\$ -	\$ 45,000	\$ -	\$ -	89	Approved at July 2021 State Board Meeting. Reviewer relied on Common App description of needs and strategies to address Covid related learning loss.

Kansas CommonApp (2020)

3777-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)



zXoqORLR

209_Moscow_ESSERIIPlan_043C (copy)

Applicant details

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

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

Select an Applicant Type	Unified School District
Applicant / Entity Name	USD 209 MOSCOW PUBLIC SCHOOLS
Applicant / Mailing Address	
	301 High Road PO Box 158
Applicant / First and Last Name of Owner, CEO, or Executive Director	Pam Hittle
Applicant / Email Address of Owner, CEO, or Executive Director	phittle@pld.com
Applicant / Phone Number	6205982205

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)	48-0699045
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Application details

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

Full District Name Moscow Public Schools

District Number 209

Mailing Address | Street Address PO Box 158

Mailing | City Moscow

Mailing Address | Zip Code 67952

Authorized Representative of the District | Name Stuart Moore

Authorized Representative of the District | Position or Title Superintendent

Authorized Representative of the District | Email Address smoore@pld.com

Authorized Representative of the District | Phone Number +16205982205

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

Other District Representative 1 | Email Address phittle@pld.com

Other District Representative 2 | Email Address cheryl.cook@usd209.org

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

The most significant impact of COVID-19 on our students has been learning loss. While our staff did an excellent job with our students last spring, remote learning is not nearly as productive or beneficial for student learning and achievement as on-site education. 29% of our student population is ESOL and 62% are disadvantaged socio-economically. These two factors further intensify the learning loss that has occurred. Our local math and reading data further substantiate the need for extra learning time. Our district is conducting summer school this year as part of our 21st Century Community Learning Center grant. However, more academic time is crucial for our students to close the learning gap caused by the pandemic.

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

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

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

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

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

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

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

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

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

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

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

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

Our district plans to add ten additional school days with students for the 2021-22 school year. Our board of education, administration, and teachers have already approved the calendar for next year with the additional ten days.

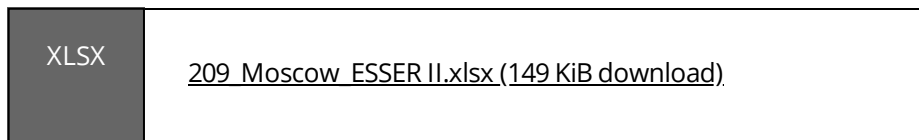
How will the district determine the impact of its ESSER II direct district allocation expenditures (and additional per-student allocation, if applicable) on students?

We will utilize local Math and Reading assessments in addition to a comparison between our 2021 and 2022 state assessment results to determine the impact of the extra 10 school days

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

USD	District Name	Data as of
209	Moscow Publ	2/17/2023

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
209-1-001-20230314	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Extra instruction and learning time for students	\$ 21,696	\$ -	\$ 21,696	\$ -	\$ -	07-200-1000-110-00	Change Request: Increased amount from \$18,091. Per narrative, The most significant impact of COVID-19 on our students has been learning loss. 29% of our student population is ESOL and 62% are disadvantaged socio-economically. These two factors further intensify the learning loss that has occurred. Our local math and reading data further substantiate the need for extra learning time. Our district plans to add ten additional school days with students for the 2021-22 school year. Our board of education, administration, and teachers have already approved the calendar for next year with the additional ten days.
209-1-002-20230314	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Extra instruction and learning time for students	\$ 22,479	\$ -	\$ 22,479	\$ -	\$ -	07-400-1000-110-00	Approved at the June 2021 State Board
209-1-003-20230314	Eligible	Direct Allocation	Instruction	Regular Non-Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Extra instruction and learning time for students	\$ 3,091	\$ -	\$ 3,091	\$ -	\$ -	07-200-1000-120-00	Approved at the June 2021 State Board
209-1-004-20230314	Eligible	Direct Allocation	Instruction	Regular Non-Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Extra instruction and learning time for students	\$ 893	\$ -	\$ 893	\$ -	\$ -	07-400-1000-120-00	Approved at the June 2021 State Board
209-1-005-20230314	Eligible	Direct Allocation	Instruction	Social Security Contributions	11A. Planning and implementing summer learning or enrichment programs	Extra instruction and learning time for students	\$ 1,620	\$ -	\$ 1,620	\$ -	\$ -	07-200-1000-220-00	Approved at the June 2021 State Board
209-1-006-20230314	Eligible	Direct Allocation	Instruction	Social Security Contributions	11A. Planning and implementing summer learning or enrichment programs	Extra instruction and learning time for students	\$ 1,788	\$ -	\$ 1,788	\$ -	\$ -	07-400-1000-220-00	Approved at the June 2021 State Board
209-1-007-20230314	Eligible	Direct Allocation	Instruction	Unemployment Compensation	11A. Planning and implementing summer learning or enrichment programs	Extra instruction and learning time for students	\$ 21	\$ -	\$ 21	\$ -	\$ -	07-200-1000-260-00	Approved at the June 2021 State Board
209-1-008-20230314	Eligible	Direct Allocation	Instruction	Unemployment Compensation	11A. Planning and implementing summer learning or enrichment programs	Extra instruction and learning time for students	\$ 23	\$ -	\$ 23	\$ -	\$ -	07-400-1000-260-00	Approved at the June 2021 State Board

209-1-009-20230314	Eligible	Direct Allocation	Support Services - School Administration	Regular Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Extra instruction and learning time for students	\$ 3,608	\$ -	\$ 3,608	\$ -	\$ -	07-400-2400-110-00	Approved at the June 2021 State Board
209-1-010-20230314	Eligible	Direct Allocation	Support Services - School Administration	Social Security Contributions	11A. Planning and implementing summer learning or enrichment programs	Extra instruction and learning time for students	\$ 348	\$ -	\$ 348	\$ -	\$ -	07-400-2400-220-00	Approved at the June 2021 State Board
209-1-011-20230314	Eligible	Direct Allocation	Support Services - School Administration	Unemployment Compensation	11A. Planning and implementing summer learning or enrichment programs	Extra instruction and learning time for students	\$ 5	\$ -	\$ 5	\$ -	\$ -	07-400-2400-260-00	Approved at the June 2021 State Board
209-1-012-20230314	Eligible	Direct Allocation	Other Support Services	Regular Non-Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Extra instruction and learning time for students	\$ 3,367	\$ -	\$ 3,367	\$ -	\$ -	07-200-2900-120-00	Approved at the June 2021 State Board. Per applicant, the district operates a daycare onsite. When school is in session, it's open. Hence, we'll have to pay daycare personnel for the extra ten days of school.
209-1-013-20230314	Eligible	Direct Allocation	Other Support Services	Social Security Contributions	11A. Planning and implementing summer learning or enrichment programs	Extra instruction and learning time for students	\$ 258	\$ -	\$ 258	\$ -	\$ -	07-200-2900-220-00	Approved at the June 2021 State Board
209-1-014-20230314	Eligible	Direct Allocation	Other Support Services	Unemployment Compensation	11A. Planning and implementing summer learning or enrichment programs	Extra instruction and learning time for students	\$ 3	\$ -	\$ 3	\$ -	\$ -	07-200-2900-260-00	Approved at the June 2021 State Board
209-1-015-20230314	Eligible	Direct Allocation	Support Services - School Administration	Regular Non-Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Extra instruction and learning time for students	\$ 861	\$ -	\$ 861	\$ -	\$ -	07-200-2400-120-00	Approved at the June 2021 State Board
209-1-016-20230314	Eligible	Direct Allocation	Support Services - School Administration	Regular Non-Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Extra instruction and learning time for students	\$ 939	\$ -	\$ 939	\$ -	\$ -	07-400-2400-120-00	Approved at the June 2021 State Board
209-1-017-20230314	Eligible	Direct Allocation	Support Services - School Administration	Social Security Contributions	11A. Planning and implementing summer learning or enrichment programs	Extra instruction and learning time for students	\$ 66	\$ -	\$ 66	\$ -	\$ -	07-200-2400-220-00	Approved at the June 2021 State Board

209-1-018-20230314	Eligible	Direct Allocation	Support Services - School Administration	Unemployment Compensation	11A. Planning and implementing summer learning or enrichment programs	Extra instruction and learning time for students	\$ 1	\$ -	\$ 1	\$ -	\$ -	07-200-2400-260-00	Approved at the June 2021 State Board
209-1-019-20230314	Eligible	Direct Allocation	Food Services Operations	Regular Non-Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Extra instruction and learning time for students	\$ 3,208	\$ -	\$ 3,208	\$ -	\$ -	07-000-3100-120-00	Approved at the June 2021 State Board. Per applicant, Head Cook and Assistants.
209-1-020-20230314	Eligible	Direct Allocation	Food Services Operations	Social Security Contributions	11A. Planning and implementing summer learning or enrichment programs	Extra instruction and learning time for students	\$ 245	\$ -	\$ 245	\$ -	\$ -	07-000-3100-220-00	Approved at the June 2021 State Board
209-1-021-20230314	Eligible	Direct Allocation	Food Services Operations	Unemployment Compensation	11A. Planning and implementing summer learning or enrichment programs	Extra instruction and learning time for students	\$ 3	\$ -	\$ 3	\$ -	\$ -	07-000-3100-260-00	Approved at the June 2021 State Board
209-1-022-20230314	Eligible	Direct Allocation	Student Transportation	Regular Non-Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Extra instruction and learning time for students	\$ 1,284	\$ -	\$ 1,284	\$ -	\$ -	07-800-2700-120-00	Approved at the June 2021 State Board. Per applicant, bus drivers.
209-1-023-20230314	Eligible	Direct Allocation	Student Transportation	Social Security Contributions	11A. Planning and implementing summer learning or enrichment programs	Extra instruction and learning time for students	\$ 98	\$ -	\$ 98	\$ -	\$ -	07-800-2700-220-00	Approved at the June 2021 State Board
209-1-024-20230314	Eligible	Direct Allocation	Student Transportation	Unemployment Compensation	11A. Planning and implementing summer learning or enrichment programs	Extra instruction and learning time for students	\$ 1	\$ -	\$ 1	\$ -	\$ -	07-800-2700-260-00	Approved at the June 2021 State Board
209-1-025-20230314	Eligible	Direct Allocation	Instruction	Equipment	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	4 smart boards for easier access for a remote learner for students who are in quarantine.	\$ 7,900	\$ -	\$ 7,900	\$ -	\$ -	07-000-1000-730	New Line Item
209-1-026-20230314	Eligible	Direct Allocation	Operation & Maintenance of Plant	Regular Non-Certified Salaries	13. School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs	Additional Cleaning for Covid over breaks includes salary and benefits. This is for one part-time position.	\$ 862	\$ -	\$ 862	\$ -	\$ -	07-000-2600-120-00	New Line Item

209-1-027-20230314	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Science materials and software that assist the instructor. This is for two kits, so if a student was in quarantine, they could still participate in the science lesson and experiment.	\$ 515	\$ -	\$ 515	\$ -	\$ -	07-400-1000-610-00	New Line Item
209-1-028-20230314	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	12. Addressing learning loss among students, including vulnerable populations	Science Curriculum (Iteachly)This is an online curriculum. This is to help with learning loss due to the pandemic.	\$ 900	\$ 900	\$ -	\$ -	\$ -	07-400-1000-610	New Line Item
209-1-029-20230314	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	12. Addressing learning loss among students, including vulnerable populations	ELA Curriculum (My view) from Sawvas. To target areas in which students are behind due to learning loss caused by the pandemic	\$ 11,927	\$ 11,927	\$ -	\$ -	\$ -	07-200-1000-610	New Line Item

Kansas CommonApp (2020)

3731-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)



nxGGpeYb

267_Renwick_ESSERII_Change January 2023

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 Renwick USD 267

Applicant / Mailing Address

600 W. rush
Andale, Kansas 67001

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

Applicant / Email Address of Owner, CEO, or Executive Director mindy.bruce@usd267.com

Applicant / Phone Number 3164442165

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) 48-0698025

Applicant / Website Address (if applicable) www.usd267.com

Applicant / Mission Statement (if applicable)

The mission of USD 267 is to prepare all students to be college and career ready for the 21st century.

Fiscal Agent / Name (if applicable) Renwick USD 267

Fiscal Agent / Email (if applicable) mindy.bruce@usd267.com

Fiscal Agent / Mailing Address (if applicable)

600 W. Rush
Andale, Kansas 67001

Application details

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

Full District Name Renwick

District Number 267

Mailing Address | Street Address 600 W. Rush

Mailing | City Andale

Mailing Address | Zip Code 67001

Authorized Representative of the District | Name Mindy Bruce

Authorized Representative of the District | Position or Title Superintendent

Authorized Representative of the District | Email Address mindy.bruce@usd267.com

Authorized Representative of the District | Phone Number +13164442165

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 challenges from March 2020 to the present have been enormous. Our district has been like every other district and pivoting as needed. We came back to school in August and have been on-site all year, which we celebrate, however there are still areas that were impacted by the pandemic that we must address. Our staff has risen to the challenges of the diverse needs

of students and families, unlike any other year in my educational history. Our families and staff have experienced illness, job loss and social emotional challenges more so than ever before. This year we have seen a learning loss from last winter. The learning loss shown through data collection shows that we must improve specifically in literacy, math and behavior supports for all of our children. In the fall of 2020, we had 24% of our students score in Tier 3 in literacy this is double compared to past years. The same is true in math we had 20% of our students in Tier 3, when prior to the pandemic we only had 7%. The social emotional needs of students and staff have grown exponentially this year. In addition, we lost over 60 students to virtually learning that we anticipate returning at some time and wonder about the learning loss and social emotional needs we will encounter there. In analysis of data, by administering a building needs assessment for each location in our district we have ascertained the needs we must address due to the pandemic.

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.

Data collection through screeners, assessments, discipline data, social emotional data as well as tracking absences will be the focal point of determining the impact of the ESSER fund expenditures. In working with TASN on our MTSS processes will have a huge focus for the next few years, in all areas of reading, math and behavior. We have never seen the amount of learning loss and social emotional needs in our district in my 30 years here. These funds will help us to continue to support students and staff and provide ample opportunities for continued learning growth.

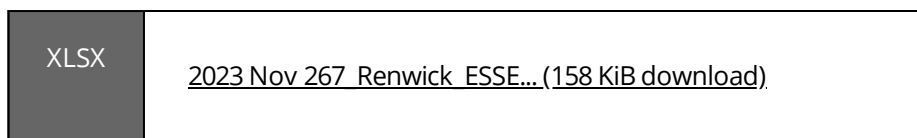
How will the district determine the impact of its ESSER II direct district allocation expenditures (and additional per-student allocation, if applicable) on students?

Data collection through screeners, assessments, discipline data, social emotional data as well as tracking absences will be the focal point of determining the impact of the ESSER fund expenditures. In working with TASN on our MTSS processes will have a huge focus for the next few years, in all areas of reading, math and behavior. We have never seen the amount of learning loss and social emotional needs in our district in my 30 years here. These funds will help us to continue to support students and staff and provide ample opportunities for continued learning growth.

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

Mindy Bruce

Date

07/14/2021

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

USD	District Name	Data as of
267	Renwick	2/16/2023

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
267-1-001-20230314	Eligible	Direct Allocation	Improvement of Instruction Services	Professional Education Services	3. Providing principals and other school leaders with resources to address individual school needs	Professional development support for teachers, paras and administrators focusing on trainings to support individualized needs, collaborative planning, data discussions and focusing on improving learning loss. CHANGE-was originally approved for \$25,000 per year-not needed in 20-21, reduced amount in 21-22 CHANGE NOV. 2022-we need to increase to \$12118.18 because of costs going up we will also add some to True up	\$ 12,118	\$ -	\$ 12,118	\$ -	\$ -	07 E 2210 320 0000 413	Change Request- Previously approved for \$12,000 in SFY 2022,
267-1-002-20230314	Eligible	Direct Allocation	Operation of Buildings	General Supplies and Materials (includes computer software)	7. Purchasing supplies to sanitize and clean LEA and school facilities	Providing sanitation efforts, PPE and health mitigation supplies. Change original \$11000, reduced to 6136.11. Change Nov. Nov. 22. We need to increase budget due to increase costs	\$ 13,196	\$ 6,136	\$ 7,060	\$ -	\$ -	07 E 2610 610 0000 413	Change Request- Previously approved for \$6,136.11 in SFY 2021
267-1-003-20230314	Eligible	Direct Allocation	Counseling Services	Instructional Programs Improvement Services	10. Providing mental health services and supports	Providing mental health supports to students through a social emotional curriculum K-12 and also to provide employee mental health support through an employee assistance program. CHANGE from \$63000 in 20-21 to \$44450.42 and 21-22 we are budgeting \$7500. Change Nov. 2022, costs increased and will have to put part of the costs to True Up	\$ 48,569	\$ 44,450	\$ 4,119	\$ -	\$ -	07 E 2122 321 0000 413	Change Request-Previously approved for \$44,450.42 in SFY 2021, and \$7,500 in SFY 2022
267-1-004-20230314	Eligible	Direct Allocation	Instruction	Instructional Programs Improvement Services	12. Addressing learning loss among students, including vulnerable populations	Implementing Fastbridge assessments to identify student support needs. As well as incorporating I-ready learning to support differentiation of instruction to meet the individual needs of all students. A focused effort on the IPS for middle and high school students will be revised to ensure support for students in planning for post-secondary success. CHANGE from \$138000 in 20-21 to \$78,793.40 due to pricing and in 21-22 changed from \$56000 to \$67000 Nov. 2022 change. Changes due to pricing and number of staff and students for instructional materials needed	\$ 134,765	\$ 78,793	\$ 55,972	\$ -	\$ -	07 E 1000 321 0000 413	Change Request-Previously approved for \$78,793.40 in SFY 2021 and \$59,312.82 in SFY 2022. Per narrative, We have never seen the amount of learning loss and social emotional needs in our district in my 30 years here. These funds will help us to continue to support students and staff and provide ample opportunities for continued learning growth.
267-1-005-20230314	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	New-Premium Pay for certified staff for additional duties required in 21-22 due to COVID-contract tracing, additional cleaning duties, additional planning for quarantined learners, additional time for parent communication due to quarantine cases and learning losses due to COVID. We will pay August 13 \$1000. Change Nov. 2022. Decreased amount due to staffing changes	\$ 120,174	\$ -	\$ 120,174	\$ -	\$ -	07 E 1000 110 0000 413	Change Request: Previously approved for \$124,000 FY21. Per applicant, for all Premium Pay identified in the requests, staff are aware of the extra duties described and agree to perform the duties in exchange for the premium pay. Per applicant August 2: Certified Staff- will assist with cleaning of classrooms and surfaces hourly, contract tracing assistance, seating charting, additional planning for those on quarantine, additional family contact for those on quarantine and/or positive Nurses-Daily swabbing of close contacts, contact tracing for county health Custodians-Hourly restroom and high traffic areas cleaning,, monitoring in lunch room due to additional spaces needed for distancing, disinfection of tables between class periods Paras-contract tracing, social distancing monitoring in lunch room due to additional spaces needed, additional support for students on quarantine Cooks-additional cleaning due to number of additional spaces needed for serving lunch due to social distancing, individual cupping of servings and salad bar options, to go options for quarantine students Admin-Contract Tracing, County communication, parent communication about covid, assistance with cleaning, lunch room responsibilities and everything else that may fall on their plates this year. This was gone over at individual meetings

267-1-006-20230314	Eligible	Direct Allocation	Counseling Services	Regular Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	New-Premium Pay for certified staff for additional duties required in 21-22 due to COVID-contract tracing, additional cleaning duties, additional planning for quarantined learners, additional time for parent communication due to quarantine cases and learning losses due to COVID. We will pay August 13 \$1000.	\$ 6,000	\$ -	\$ 6,000	\$ -	\$ -	07 E 2122 110 0000 413	Approved at 9/10/21 State Board Meeting
267-1-007-20230314	Eligible	Direct Allocation	Instruction	Regular Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	New-Premium Pay for classified staff for additional duties required in 21-22 due to COVID-contract tracing and additional cleaning duties due to COVID. We will pay August 13 \$500.	\$ 16,500	\$ -	\$ 16,500	\$ -	\$ -	07 E 1000 120 0000 413	Approved at 9/10/21 State Board Meeting
267-1-008-20230314	Eligible	Direct Allocation	Nursing Services	Regular Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	New-Premium Pay for classified staff for additional duties required in 21-22 due to COVID-contract tracing and additional cleaning duties due to COVID. We will pay August 13 \$500.	\$ 2,500	\$ -	\$ 2,500	\$ -	\$ -	07 E 2134 120 0000 413	Approved at 9/10/21 State Board Meeting
267-1-009-20230314	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	New-Premium Pay for classified staff for additional duties required in 21-22 due to COVID-contract tracing and additional cleaning duties due to COVID. We will pay August 13 \$500.	\$ 1,000	\$ -	\$ 1,000	\$ -	\$ -	07 E 2200 120 0000 413	Approved at 9/10/21 State Board Meeting
267-1-010-20230314	Eligible	Direct Allocation	Office of the Principal Services	Regular Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	New-Premium Pay for classified staff for additional duties required in 21-22 due to COVID-contract tracing and additional cleaning duties due to COVID. We will pay August 13 \$500.	\$ 7,000	\$ -	\$ 7,000	\$ -	\$ -	07 E 2410 120 0000 413	Approved at 9/10/21 State Board Meeting
267-1-011-20230314	Eligible	Direct Allocation	Central Services	Regular Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	New-Premium Pay for classified staff for additional duties required in 21-22 due to COVID-contract tracing and additional cleaning duties due to COVID. We will pay August 13 \$500.	\$ 1,000	\$ -	\$ 1,000	\$ -	\$ -	07 E 2500 120 0000 413	Approved at 9/10/21 State Board Meeting
267-1-012-20230314	Eligible	Direct Allocation	Operation & Maintenance of Plant	Regular Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	New-Premium Pay for classified staff for additional duties required in 21-22 due to COVID-contract tracing and additional cleaning duties due to COVID. We will pay August 13 \$500.	\$ 14,500	\$ -	\$ 14,500	\$ -	\$ -	07 E 2600 110 0000 413	Approved at 9/10/21 State Board Meeting
267-1-013-20230314	Eligible	Direct Allocation	Vehicle Operation	Regular Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	New-Premium Pay for classified staff for additional duties required in 21-22 due to COVID-contract tracing and additional cleaning duties due to COVID. We will pay August 13 \$500.	\$ 1,500	\$ -	\$ 1,500	\$ -	\$ -	07 E 2710 120 0000 413	Approved at 9/10/21 State Board Meeting
267-1-014-20230314	Eligible	Direct Allocation	Monitoring Services	Regular Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	New-Premium Pay for classified staff for additional duties required in 21-22 due to COVID-contract tracing and additional cleaning duties due to COVID. We will pay August 13 \$500.	\$ 11,500	\$ -	\$ 11,500	\$ -	\$ -	07 E 2720 120 0000 413	Approved at 9/10/21 State Board Meeting
267-1-015-20230314	Eligible	Direct Allocation	Food Services Operations	Full-Time Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	New-Premium Pay for classified staff for additional duties required in 21-22 due to COVID-contract tracing and additional cleaning duties due to COVID. We will pay August 13 \$500.	\$ 9,000	\$ -	\$ 9,000	\$ -	\$ -	07 E 3100 121 0000 413	Approved at 9/10/21 State Board Meeting
267-1-016-20230314	Eligible	Direct Allocation	Office of the Superintendent	Regular Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	New-Premium Pay for certified staff for additional duties required in 21-22 due to COVID-contract tracing, additional cleaning duties, additional planning for quarantined learners, additional time for parent communication due to quarantine cases and learning losses due to COVID. We will pay August 13 \$1000.	\$ 2,000	\$ -	\$ 2,000	\$ -	\$ -	07 E 2321 110 0000 413	Approved at 9/10/21 State Board Meeting

267-1-017-20230314	Eligible	Direct Allocation	Office of the Principal Services	Regular Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	New-Premium Pay for certified staff for additional duties required in 21-22 due to COVID-contract tracing, additional cleaning duties, additional planning for quarantined learners, additional time for parent communication due to quarantine cases and learning losses due to COVID. We will pay August 13 \$1000.	\$ 7,000	\$ -	\$ 7,000	\$ -	\$ -	07 E 2410 110 0000 413	Approved at 9/10/21 State Board Meeting
267-1-018-20230314	Eligible	Direct Allocation	Central Services	Regular Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	New-Premium Pay for certified staff for additional duties required in 21-22 due to COVID-contract tracing, additional cleaning duties, additional planning for quarantined learners, additional time for parent communication due to quarantine cases and learning losses due to COVID. We will pay August 13 \$1000.	\$ 1,000	\$ -	\$ 1,000	\$ -	\$ -	07 E 2500 120 0000 413	Approved at 9/10/21 State Board Meeting
267-1-019-20230314	Eligible	Direct Allocation	Administrative Technology Services	Regular Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	New-Premium Pay for certified staff for additional duties required in 21-22 due to COVID-contract tracing, additional cleaning duties, additional planning for quarantined learners, additional time for parent communication due to quarantine cases and learning losses due to COVID. We will pay August 13 \$1000.	\$ 1,000	\$ -	\$ 1,000	\$ -	\$ -	07 E 2580 110 0000 413	Approved at 9/10/21 State Board Meeting
267-1-020-20230314	Eligible	Direct Allocation	Operation & Maintenance of Plant	Regular Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	New-Premium Pay for certified staff for additional duties required in 21-22 due to COVID-contract tracing, additional cleaning duties, additional planning for quarantined learners, additional time for parent communication due to quarantine cases and learning losses due to COVID. We will pay August 13 \$1000.	\$ 1,000	\$ -	\$ 1,000	\$ -	\$ -	07 E 2600 120 0000 413	Approved at 9/10/21 State Board Meeting
267-1-021-20230314	Eligible	Direct Allocation	Supervision of Food Service	Regular Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	New-Premium Pay for certified staff for additional duties required in 21-22 due to COVID-contract tracing, additional cleaning duties, additional planning for quarantined learners, additional time for parent communication due to quarantine cases and learning losses due to COVID. We will pay August 13 \$1000.	\$ 1,000	\$ -	\$ 1,000	\$ -	\$ -	07 E 3110 120 0000 413	Approved at 9/10/21 State Board Meeting
267-1-022-20230314	Eligible	Direct Allocation	Office of the Superintendent	Life Insurance	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	New-Premium Pay for certified staff for additional duties required in 21-22 due to COVID-contract tracing, additional cleaning duties, additional planning for quarantined learners, additional time for parent communication due to quarantine cases and learning losses due to COVID. We will pay August 13 \$1000.	\$ 2	\$ -	\$ 2	\$ -	\$ -	07 E 2321 214 0000 413	Approved at 9/10/21 State Board Meeting
267-1-023-20230314	Eligible	Direct Allocation	Office of the Principal Services	Life Insurance	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	New-Premium Pay for certified staff for additional duties required in 21-22 due to COVID-contract tracing, additional cleaning duties, additional planning for quarantined learners, additional time for parent communication due to quarantine cases and learning losses due to COVID. We will pay August 13 \$1000.	\$ 7	\$ -	\$ 7	\$ -	\$ -	07 E 2410 214 0000 413	Approved at 9/10/21 State Board Meeting
267-1-024-20230314	Eligible	Direct Allocation	Central Services	Life Insurance	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	New-Premium Pay for certified staff for additional duties required in 21-22 due to COVID-contract tracing, additional cleaning duties, additional planning for quarantined learners, additional time for parent communication due to quarantine cases and learning losses due to COVID. We will pay August 13 \$1000.	\$ 1	\$ -	\$ 1	\$ -	\$ -	07 E 2500 214 0000 413	Approved at 9/10/21 State Board Meeting
267-1-025-20230314	Eligible	Direct Allocation	Administrative Technology Services	Life Insurance	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	New-Premium Pay for certified staff for additional duties required in 21-22 due to COVID-contract tracing, additional cleaning duties, additional planning for quarantined learners, additional time for parent communication due to quarantine cases and learning losses due to COVID. We will pay August 13 \$1000.	\$ 1	\$ -	\$ 1	\$ -	\$ -	07 E 2580 214 0000 413	Approved at 9/10/21 State Board Meeting
267-1-026-20230314	Eligible	Direct Allocation	Operation & Maintenance of Plant	Life Insurance	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	New-Premium Pay for certified staff for additional duties required in 21-22 due to COVID-contract tracing, additional cleaning duties, additional planning for quarantined learners, additional time for parent communication due to quarantine cases and learning losses due to COVID. We will pay August 13 \$1000.	\$ 1	\$ -	\$ 1	\$ -	\$ -	07 E 2600 214 0000 413	Approved at 9/10/21 State Board Meeting

267-1-027-20230314	Eligible	Direct Allocation	Supervision of Food Service	Life Insurance	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	New-Premium Pay for certified staff for additional duties required in 21-22 due to COVID-contract tracing, additional cleaning duties, additional planning for quarantined learners, additional time for parent communication due to quarantine cases and learning losses due to COVID. We will pay August 13 \$1000.	\$ 1	\$ -	\$ 1	\$ -	\$ -	07 E 3214 214 0000 413	Approved at 9/10/21 State Board Meeting
267-1-028-20230314	Eligible	Direct Allocation	Instruction	Life Insurance	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	New-Premium Pay for certified staff for additional duties required in 21-22 due to COVID-contract tracing, additional cleaning duties, additional planning for quarantined learners, additional time for parent communication due to quarantine cases and learning losses due to COVID. We will pay August 13 \$1000.	\$ 124	\$ -	\$ 124	\$ -	\$ -	07 E 1000 214 0000 413	Approved at 9/10/21 State Board Meeting
267-1-029-20230314	Eligible	Direct Allocation	Counseling Services	Life Insurance	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	New-Premium Pay for classified staff for additional duties required in 21-22 due to COVID-contract tracing and additional cleaning duties due to COVID. We will pay August 13 \$500.	\$ 6	\$ -	\$ 6	\$ -	\$ -	07 E 2122 214 0000 413	Approved at 9/10/21 State Board Meeting
267-1-030-20230314	Eligible	Direct Allocation	Instruction	Life Insurance	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	New-Premium Pay for classified staff for additional duties required in 21-22 due to COVID-contract tracing and additional cleaning duties due to COVID. We will pay August 13 \$500.	\$ 17	\$ -	\$ 17	\$ -	\$ -	07 E 1000 214 0000 413	Approved at 9/10/21 State Board Meeting
267-1-031-20230314	Eligible	Direct Allocation	Nursing Services	Life Insurance	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	New-Premium Pay for classified staff for additional duties required in 21-22 due to COVID-contract tracing and additional cleaning duties due to COVID. We will pay August 13 \$500.	\$ 3	\$ -	\$ 3	\$ -	\$ -	07 E 2134 214 0000 413	Approved at 9/10/21 State Board Meeting
267-1-032-20230314	Eligible	Direct Allocation	Psychological Services	Life Insurance	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	New-Premium Pay for classified staff for additional duties required in 21-22 due to COVID-contract tracing and additional cleaning duties due to COVID. We will pay August 13 \$500.	\$ 1	\$ -	\$ 1	\$ -	\$ -	07 E 2140 214 0000 413	Approved at 9/10/21 State Board Meeting
267-1-033-20230314	Eligible	Direct Allocation	Office of the Principal Services	Life Insurance	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	New-Premium Pay for classified staff for additional duties required in 21-22 due to COVID-contract tracing and additional cleaning duties due to COVID. We will pay August 13 \$500.	\$ 7	\$ -	\$ 7	\$ -	\$ -	07 E 2410 214 0000 413	Approved at 9/10/21 State Board Meeting
267-1-034-20230314	Eligible	Direct Allocation	Central Services	Life Insurance	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	New-Premium Pay for classified staff for additional duties required in 21-22 due to COVID-contract tracing and additional cleaning duties due to COVID. We will pay August 13 \$500.	\$ 1	\$ -	\$ 1	\$ -	\$ -	07 E 2500 214 0000 413	Approved at 9/10/21 State Board Meeting
267-1-035-20230314	Eligible	Direct Allocation	Operation & Maintenance of Plant	Life Insurance	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	New-Premium Pay for classified staff for additional duties required in 21-22 due to COVID-contract tracing and additional cleaning duties due to COVID. We will pay August 13 \$500.	\$ 15	\$ -	\$ 15	\$ -	\$ -	07 E 2600 214 0000 413	Approved at 9/10/21 State Board Meeting
267-1-036-20230314	Eligible	Direct Allocation	Vehicle Operation	Life Insurance	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	New-Premium Pay for classified staff for additional duties required in 21-22 due to COVID-contract tracing and additional cleaning duties due to COVID. We will pay August 13 \$500.	\$ 2	\$ -	\$ 2	\$ -	\$ -	07 E 2710 214 0000 413	Approved at 9/10/21 State Board Meeting
267-1-037-20230314	Eligible	Direct Allocation	Monitoring Services	Life Insurance	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	New-Premium Pay for classified staff for additional duties required in 21-22 due to COVID-contract tracing and additional cleaning duties due to COVID. We will pay August 13 \$500.	\$ 12	\$ -	\$ 12	\$ -	\$ -	07 E 2720 214 0000 413	Approved at 9/10/21 State Board Meeting

267-1-038-20230314	Eligible	Direct Allocation	Food Services Operations	Life Insurance	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	New-Premium Pay for classified staff for additional duties required in 21-22 due to COVID-contract tracing and additional cleaning duties due to COVID. We will pay August 13 \$500.	\$ 9	\$ -	\$ 9	\$ -	\$ -	07 E 3100 214 0000 413	Approved at 9/10/21 State Board Meeting
267-1-039-20230314	Eligible	Direct Allocation	Office of the Superintendent	Social Security Contributions	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	New-Premium Pay for classified staff for additional duties required in 21-22 due to COVID-contract tracing and additional cleaning duties due to COVID. We will pay August 13 \$500.	\$ 153	\$ -	\$ 153	\$ -	\$ -	07 E 2321 220 0000 413	Approved at 9/10/21 State Board Meeting
267-1-040-20230314	Eligible	Direct Allocation	Office of the Principal Services	Social Security Contributions	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	New-Premium Pay for certified staff for additional duties required in 21-22 due to COVID-contract tracing, additional cleaning duties, additional planning for quarantined learners, additional time for parent communication due to quarantine cases and learning losses due to COVID. We will pay August 13 \$1000.	\$ 536	\$ -	\$ 536	\$ -	\$ -	07 E 2410 220 0000 413	Approved at 9/10/21 State Board Meeting
267-1-041-20230314	Eligible	Direct Allocation	Central Services	Social Security Contributions	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	New-Premium Pay for certified staff for additional duties required in 21-22 due to COVID-contract tracing, additional cleaning duties, additional planning for quarantined learners, additional time for parent communication due to quarantine cases and learning losses due to COVID. We will pay August 13 \$1000.	\$ 77	\$ -	\$ 77	\$ -	\$ -	07 E 2500 220 0000 413	Approved at 9/10/21 State Board Meeting
267-1-042-20230314	Eligible	Direct Allocation	Administrative Technology Services	Social Security Contributions	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	New-Premium Pay for certified staff for additional duties required in 21-22 due to COVID-contract tracing, additional cleaning duties, additional planning for quarantined learners, additional time for parent communication due to quarantine cases and learning losses due to COVID. We will pay August 13 \$1000.	\$ 77	\$ -	\$ 77	\$ -	\$ -	07 E 2580 220 0000 413	Approved at 9/10/21 State Board Meeting
267-1-043-20230314	Eligible	Direct Allocation	Operation & Maintenance of Plant	Social Security Contributions	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	New-Premium Pay for certified staff for additional duties required in 21-22 due to COVID-contract tracing, additional cleaning duties, additional planning for quarantined learners, additional time for parent communication due to quarantine cases and learning losses due to COVID. We will pay August 13 \$1000.	\$ 77	\$ -	\$ 77	\$ -	\$ -	07 E 2600 220 0000 413	Approved at 9/10/21 State Board Meeting
267-1-044-20230314	Eligible	Direct Allocation	Supervision of Food Service	Social Security Contributions	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	New-Premium Pay for certified staff for additional duties required in 21-22 due to COVID-contract tracing, additional cleaning duties, additional planning for quarantined learners, additional time for parent communication due to quarantine cases and learning losses due to COVID. We will pay August 13 \$1000.	\$ 77	\$ -	\$ 77	\$ -	\$ -	07 E 3220 220 0000 413	Approved at 9/10/21 State Board Meeting
267-1-045-20230314	Eligible	Direct Allocation	Instruction	Social Security Contributions	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	New-Premium Pay for certified staff for additional duties required in 21-22 due to COVID-contract tracing, additional cleaning duties, additional planning for quarantined learners, additional time for parent communication due to quarantine cases and learning losses due to COVID. We will pay August 13 \$1000.	\$ 9,486	\$ -	\$ 9,486	\$ -	\$ -	07 E 1000 220 0000 413	Approved at 9/10/21 State Board Meeting
267-1-046-20230314	Eligible	Direct Allocation	Counseling Services	Social Security Contributions	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	New-Premium Pay for certified staff for additional duties required in 21-22 due to COVID-contract tracing, additional cleaning duties, additional planning for quarantined learners, additional time for parent communication due to quarantine cases and learning losses due to COVID. We will pay August 13 \$1000.	\$ 459	\$ -	\$ 459	\$ -	\$ -	07 E 2122 220 0000 413	Approved at 9/10/21 State Board Meeting
267-1-047-20230314	Eligible	Direct Allocation	Instruction	Social Security Contributions	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	New-Premium Pay for classified staff for additional duties required in 21-22 due to COVID-contract tracing and additional cleaning duties due to COVID. We will pay August 13 \$500.	\$ 1,262	\$ -	\$ 1,262	\$ -	\$ -	07 E 1000 220 0000 413	Approved at 9/10/21 State Board Meeting
267-1-048-20230314	Eligible	Direct Allocation	Nursing Services	Social Security Contributions	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	New-Premium Pay for classified staff for additional duties required in 21-22 due to COVID-contract tracing and additional cleaning duties due to COVID. We will pay August 13 \$500.	\$ 191	\$ -	\$ 191	\$ -	\$ -	07 E 2134 220 0000 413	Approved at 9/10/21 State Board Meeting

267-1-049-20230314	Eligible	Direct Allocation	Support Services - Instruction	Social Security Contributions	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	New-Premium Pay for classified staff for additional duties required in 21-22 due to COVID-contract tracing and additional cleaning duties due to COVID. We will pay August 13 \$500.	\$ 77	\$ -	\$ 77	\$ -	\$ -	07 E 2200 220 0000 413	Approved at 9/10/21 State Board Meeting
267-1-050-20230314	Eligible	Direct Allocation	Office of the Principal Services	Social Security Contributions	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	New-Premium Pay for classified staff for additional duties required in 21-22 due to COVID-contract tracing and additional cleaning duties due to COVID. We will pay August 13 \$500.	\$ 536	\$ -	\$ 536	\$ -	\$ -	07 E 2410 220 0000 413	Approved at 9/10/21 State Board Meeting
267-1-051-20230314	Eligible	Direct Allocation	Central Services	Social Security Contributions	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	New-Premium Pay for classified staff for additional duties required in 21-22 due to COVID-contract tracing and additional cleaning duties due to COVID. We will pay August 13 \$500.	\$ 77	\$ -	\$ 77	\$ -	\$ -	07 E 2500 220 0000 413	Approved at 9/10/21 State Board Meeting
267-1-052-20230314	Eligible	Direct Allocation	Operation & Maintenance of Plant	Social Security Contributions	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	New-Premium Pay for classified staff for additional duties required in 21-22 due to COVID-contract tracing and additional cleaning duties due to COVID. We will pay August 13 \$500.	\$ 1,109	\$ -	\$ 1,109	\$ -	\$ -	07 E 2600 220 0000 413	Approved at 9/10/21 State Board Meeting
267-1-053-20230314	Eligible	Direct Allocation	Vehicle Operation	Social Security Contributions	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	New-Premium Pay for classified staff for additional duties required in 21-22 due to COVID-contract tracing and additional cleaning duties due to COVID. We will pay August 13 \$500.	\$ 115	\$ -	\$ 115	\$ -	\$ -	07 E 2710 220 0000 413	Approved at 9/10/21 State Board Meeting
267-1-054-20230314	Eligible	Direct Allocation	Monitoring Services	Social Security Contributions	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	New-Premium Pay for classified staff for additional duties required in 21-22 due to COVID-contract tracing and additional cleaning duties due to COVID. We will pay August 13 \$500.	\$ 880	\$ -	\$ 880	\$ -	\$ -	07 E 2720 220 0000 413	Approved at 9/10/21 State Board Meeting
267-1-055-20230314	Eligible	Direct Allocation	Food Services Operations	Social Security Contributions	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	New-Premium Pay for classified staff for additional duties required in 21-22 due to COVID-contract tracing and additional cleaning duties due to COVID. We will pay August 13 \$500.	\$ 689	\$ -	\$ 689	\$ -	\$ -	07 E 3100 220 0000 413	New Line Item
267-1-056-20230314	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	NOV 2022 Change-Summer learning opportunities	\$ 1,306	\$ -	\$ 1,306	\$ -	\$ -	07 E 1000 110 0000 413	New Line Item
267-1-057-20230314	Eligible	Direct Allocation	Instruction	Life Insurance	11A. Planning and implementing summer learning or enrichment programs	NOV 2022 Change-Summer learning opportunities	\$ 27	\$ -	\$ 27	\$ -	\$ -	07 E 1000 214 0000 413	New Line Item
267-1-058-20230314	Eligible	Direct Allocation	Instruction	Social Security Contributions	11A. Planning and implementing summer learning or enrichment programs	NOV 2022 Change-Summer learning opportunities	\$ 2,038	\$ -	\$ 2,038	\$ -	\$ -	07 E 1000 220 0000 413	New Line Item
267-2-001-20230314	Eligible	True Up Allocation	Instruction	Regular Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	New-broke salaries down by account number NOV 2022 change due to staffing changes for summer learning opportunities due to learning loss	\$ 62,042	\$ 26,550	\$ 35,492	\$ -	\$ -	07E1000110 0000413	Change Request: Previously approved for \$26,550 SFY 2021
267-2-002-20230314	Eligible	True Up Allocation	Instruction	Life Insurance	11A. Planning and implementing summer learning or enrichment programs	New-summer school salaries broke down by account number	\$ 27	\$ 27	\$ -	\$ -	\$ -	07E1000224 0000413	Approved at the August 2021 State Board Meeting

267-2-003-20230314	Eligible	True Up Allocation	Instruction	Social Security Contributions	11A. Planning and implementing summer learning or enrichment programs	New-summer school salaries broke down by account number	\$ 2,038	\$ 2,038	\$ -	\$ -	\$ -	07E1000220000413	Approved at the August 2021 State Board Meeting
267-2-004-20230314	Eligible	True Up Allocation	Instruction	Instructional Programs Improvement Services	12. Addressing learning loss among students, including vulnerable populations	Implementing Fastbridge assessments to identify student support needs. As well as incorporating I-ready learning to support differentiation of instruction to meet the individual needs of all students. A focused effort on the IPS for middle and high school students will be revised to ensure support for students in planning for post-secondary success. CHANGE from \$138000 in 20-21 to \$78,793.40 due to pricing and in 21-22 changed from \$56000 to \$67000 NOV. Change due to pricing and adapting plan as we meet the individual needs of MTSS and Differentiation due to learning loss	\$ 15,390	\$ -	\$ 15,390	\$ -	\$ -	07 E 1000321 0000413	Change Request: Previously approved for \$7,687 SFY 2021
267-2-005-20230314	Eligible	True Up Allocation	Instruction	Professional Education Services	3. Providing principals and other school leaders with resources to address individual school needs	Professional development support for teachers, paras and administrators focusing on trainings to support individualized needs, collaborative planning, data discussions and focusing on improving learning loss. CHANGE NOV. 2022-we need to increase to because of costs going up and additional PD needs	\$ 18,718	\$ -	\$ 18,718	\$ -	\$ -	07 E 2210320 0000413	New Line Item
267-2-006-20230314	Eligible	True Up Allocation	Operation of buildings	General Supplies and Materials (includes computer software)	7. Purchasing supplies to sanitize and clean LEA and school facilities	CHANGE NOV 22-Additional costsfor cleaning and sanitizing	\$ 1,429	\$ -	\$ 1,429	\$ -	\$ -	07 E 2610610 0000413	New Line Item
267-2-007-20230314	Eligible	True Up Allocation	Counseling Services	Instructional Programs Improvement Services	10. Providing mental health services and supports	Providing mental health supports to students through a social emotional curriculum K-12 and also to provide employee mental health support through an employee assistance program. CHANGE from \$63000 in 20-21 to \$44450.42 and 21-22 we are budgeting \$7500. Change Nov. 2022, costs increased and will have to put part of the costs to True Up	\$ 1,588	\$ -	\$ 1,588	\$ -	\$ -	07 E 2122321 0000413	New Line Item

Kansas CommonApp (2020)

3773-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)



bwaoDPLR

271_Stockton_ESSER II Plan_0902 (copy)

Applicant details

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

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

Select an Applicant Type Unified School District

Applicant / Entity Name Sarah Armstrong

Applicant / Mailing Address

421 Main St.
Stockton, KS 67669

Applicant / First and Last Name of Owner, CEO, or Executive Director Sarah Armstrong

Applicant / Email Address of Owner, CEO, or Executive Director sarmstrong@usd271.com

Applicant / Phone Number 7854256367

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) 480722412

Applicant / Website Address (if applicable) <https://www.usd271.com/>

Application details

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

Full District Name	Stockton
District Number	271
Mailing Address Street Address	421 Main St
Mailing City	Stockton
Mailing Address Zip Code	67669
Authorized Representative of the District Name	Bill Lowry
Authorized Representative of the District Position or Title	Superintendent
Authorized Representative of the District Email Address	blowry@usd271.com
Authorized Representative of the District Phone Number	+17854256367
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 did impact our students, staff, and stakeholders. We had to expand our capacity to create results, engage in new and deeper patterns of thinking, and learn how to engage parents/caregivers to learn with us. Our school counselors and our mental health liaison documented an increase in the number of students in need of mental health resources and we were able to connect them to services. We have qualitative data to indicate our students in poverty were impacted by the pandemic by the number of absences documented while they were remote, parent contacts that expressed frustration, and the need for individual meetings for students to engage in any level of learning. As we monitored our KESA goals, we noticed that while we have maintained the progress we made pre-pandemic we did not make the expected growth due to the need for time to be allocated to continue the unfinished learning due to the school building closure in the spring of 2020.

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

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

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

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

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

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

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

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

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

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

Providing mental health services and supports.

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

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

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

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

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

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

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

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

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

1. We will use the ESSER II funds to reduce our elementary school class size by adding two teachers which will help students regain any learning losses from COVID;
2. We will improve our distance learning for our 9-12 students by

adding a Distance learning supervisor to help provide classes to students that are required or elective that can be obtained in the school building or remote to ensure graduation for all students; 3. We will ensure that both students and staff can obtain health services by providing a County-wide school nurse; 4. We will provide supplemental payment to all certified staff for conducting remote learning and in-person learning simultaneously so all students have a continuous learning opportunity; 5. We will reorganize our learning spaces with different tables and chairs to ensure an environment that safe during COVID; 6. We will provide a resource of a complete library of interactive lessons that will enrich K-12 instruction that will help teachers to successfully transition from the classroom to hybrid to virtual learning. This will be standards based with personalized learning; 7. We will provide after school and Summer learning opportunities for students to maintain and regain any learning losses that have occurred during COVID; 8. We will provide an environment suitable for social distancing in our classrooms by adding tables and seating; 9. We will provide all staff with VOIP phones to help with communication with students and staff during remote learning and in-person learning, all messages will be sent to each teachers email also.

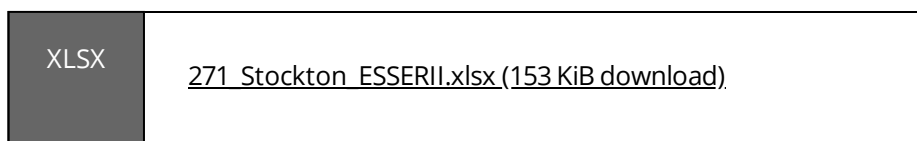
How will the district determine the impact of its ESSER II direct district allocation expenditures (and additional per-student allocation, if applicable) on students?

We will continue to review our student data to determine the impact of the ESSER II funds. We will monitor graduation rate. We will survey students and parents on health concerns and needs and academic needs.

Notes on ESSER II application Excel template:

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

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



Local Education Agency (LEA) Assurances

Section I. General Grant Assurances for Federal Funds

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

34 CFR §76.702 Fiscal control and fund accounting procedures.

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

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

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

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

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

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

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

34 CFR §76.722 Subgrantee reporting requirements.

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

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

[72 FR 3703, Jan. 25, 2007]

34 CFR §76.730 Records related to grant funds.

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

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

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

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

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

34 CFR §76.731 Records related to compliance.

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

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

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

2 CFR Subpart D – Post Federal Award Requirements

§200.302 Financial management.

§200.303 Internal controls.

§200.305 Payment.

§200.313 Equipment.

§200.314 Supplies.

§200.318 General procurement standards.

§200.320 Methods of procurement to be followed;

2 CFR 200 Subpart E: Cost Principles:

§200.403 Factors affecting allowability of costs.

§200.404 Reasonable costs.

§200.405 Allocable costs.

§200.413 Direct costs.

§200.415 Required certifications.

§200.430 Compensation—personal services.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Providing mental health services and supports.

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

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

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

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

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

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

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

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

Certification

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

Electronic Signature

Bill Lowry

Date

09/03/2021

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

USD	District Name	Data as of
271	Stockton	2/16/2023

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
271-1-001-20230314	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	1A. Any activity authorized by the Elementary and Secondary Education Act of 1965.	Reduce the Teacher/Student ratio in the lower Elementary to help with student learning loss.	\$ 80,000	\$ -	\$ 40,000	\$ 40,000	\$ -	100	Approved at 10/8/2021 State Board Meeting
271-1-002-20230314	Eligible	Direct Allocation	Instruction	Regular Non-Certified Salaries	1A. Any activity authorized by the Elementary and Secondary Education Act of 1965.	Provide support and supervision of online classroom that will provide all students an opportunity to complete classes that will help them graduate.	\$ 40,000	\$ -	\$ 20,000	\$ 20,000	\$ -	100	New Line Item
271-1-003-20230314	Eligible	Direct Allocation	Instruction	Additional compensation paid to teachers	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Retention Pay for staff is \$500 for classified staff members and \$250 for certified staff members. 15 certified staff and 19 classified staff. This is to be paid out Aug. 2023 for the staff members that come back.	\$ 17,500	\$ -		\$ 17,500	\$ -	100	Approved at 10/8/2021 State Board Meeting.
271-1-004-20230314	Eligible	Direct Allocation	Nursing Services	Regular Certified Salaries	2. Coordination of COVID-19 preparedness and response efforts	Provide for a school nurse on-site to provide assistance with COVID related issues and data.	\$ 6,000	\$ 6,000	\$ -	\$ -	\$ -	100	Approved at 10/8/2021 State Board Meeting
271-1-005-20230314	Eligible	Direct Allocation	Instruction	Technology-Related Software	5. Procedures and systems to improve LEA preparedness and response efforts	BoardWorks will provide teachers and students with the ability to provide personalized instruction for in-person, hybrid and remote learning.	\$ 13,200	\$ -	\$ 13,200	\$ -	\$ -	100	Approved at 10/8/2021 State Board Meeting
271-1-006-20230314	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	2. Coordination of COVID-19 preparedness and response efforts	Teachers will provide after-school and Summer learning opportunities to help students gain back any learning loss.	\$ 36,427	\$ 5,127	\$ 20,000	\$ 11,300	\$ -	100	Approved at 10/8/2021 State Board Meeting. Program information requested; Applicant responded via email: We will have 15 staff and one administrator instruct our Summer program. We anticipate 40 students will attend. Summer school will last for 8 weeks.
271-1-007-20230314	Eligible	Direct Allocation	Operation & Maintenance of Plant	Equipment	2. Coordination of COVID-19 preparedness and response efforts	Tables and chairs to create an learning environment to promote social distancing.	\$ 15,000	\$ -	\$ 15,000	\$ -	\$ -	100	Approved at 10/8/2021 State Board Meeting.

271-1-008-20230314	Eligible	Direct Allocation	Instruction	Computers and Related Equipment (includes software if bought as a package)	2. Coordination of COVID-19 preparedness and response efforts	VOIP phones for all staff will help with communication with students and parents during in-person, hybrid and remote learning. Voice messages will be sent to the teacher as an email.	\$ 35,000	\$ -	\$ 35,000	\$ -	\$ -	100	Approved at 10/8/2021 State Board Meeting. Relate to COVID-19; Applicant responded via email: We have very few phones in the District. With each teacher with a VOIP phones each teacher would have access to communicate with parents and students at any time of the day about their lessons during remote learning or being absence from school due to COVID or quarantine. All voice mails will be directed directly to their email, which can be accessed at any time. This would not increase the cost of our phone lines as this would run through the internet.
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Kansas CommonApp (2020)

3770-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)



jaPagLLB

352_Goodland_ESSERII_Change (copy)

Applicant details

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

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

Select an Applicant Type Unified School District

Applicant / Entity Name Goodland Schools - 352

Applicant / Mailing Address

1311 Main
Goodland, KS. 67735

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

Applicant / Email Address of Owner, CEO, or Executive Director bill.biermann@usd352.org

Applicant / Phone Number 785-890-2397

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

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

Full District Name	Goodland
District Number	352
Mailing Address Street Address	1311 Main
Mailing City	Goodland
Mailing Address Zip Code	67735
Authorized Representative of the District Name	Bill Biermann
Authorized Representative of the District Position or Title	Superintendent
Authorized Representative of the District Email Address	bill.biermann@usd352.org
Authorized Representative of the District Phone Number	+17858902385
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.

ESSER II Revision

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

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

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

meet the needs of each population.

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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.

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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.

Small revision to 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?

Small revision to 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:

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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

USD	District Name	Data as of
352	Goodland	2/16/2023

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
352-1-001-20230314	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	12. Addressing learning loss among students, including vulnerable populations	Our current Math Curriculum does not provide us two things we found out we needed during this last year. The technolog componenet should we have to do some sort of remote learning again and an Math Intervention componenet that teachers can utilize to meet the individual needs of students. EnVision Math K-6 Curriculum	\$ 86,185	\$ 86,185	\$ -	\$ -	\$ -	95-00-1000-610-00	Change request: Previously approved for \$87,685.14 in SFY 2021. Per narrative, When our students went to remote learning last spring it definitely impacted had a huge impact on our students, probably more social/emotional than maybe academic but both were impacted. Yes are AIMSweb scores were lower than past years and we have had to play catch up during the year. The majority of our students have been able to get back to grade level or at a level where we feel confident in our ability to get them there. However, our special populations and at-risk students will continue to need additional supports and resources moving forward to get them back on track. Additionally, we want to purchase a better math resource and additional interventions.
352-1-002-20230314	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	3. Providing principals and other school leaders with resources to address individual school needs	Purchase of Reading Intervention materials to support our MTSS program to further meet the individual needs of students. Pathways to Reading, Lexia Reading Program, Reading Plus-Tiered Invention Digital Program and supplies such as books	\$ 25,510	\$ 25,510	\$ -	\$ -	\$ -	95-00-1000-610-00	Change Request: Previously approved for \$4,700 in SFY 2021.
352-1-003-20230314	Eligible	Direct Allocation	Support Services - Instruction	Staff Travel	3. Providing principals and other school leaders with resources to address individual school needs	We are planning on ramping up our summer Professional development offering to better equip teachers with the strategies and resources necessary to meet the individual needs of students; including but not limited to Pathways, Fastbridge, and technology training.	\$ 14,895	\$ 14,895	\$ -	\$ -	\$ -	95-00-2200-580-00	Change request: Previously approved for \$12,000 in SFY 2021. Per narrative, When our students went to remote learning last spring it definitely impacted had a huge impact on our students, probably more social/emotional than maybe academic but both were impacted. We also want to increase staff development in key areas of MTSS intervention techniques, technology integration, and teaching in a virtual setting to better prepare our staff for meeting those unique challenges.
352-1-004-20230314	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	8. Planning for and coordinating during long-term closures, including on how to provide meals, technology for online learning, guidance for carrying out IDEA requirements, and providing educational services consistent with applicable requirements	The purchase of two digital resources to better allow us to effective teach in a remote learning environment: Dreambox	\$ 9,460	\$ 9,460	\$ -	\$ -	\$ -	95-00-1000-610-00	Change request: Previously approved for \$15,200 in SFY 2021
352-1-005-20230314	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	We are employing an extra 7-12 Math teacher to specifically work within our Intervention program to meet individual needs as well as lower class sizes. We plan to target students who have demonstrated learning loss through the pandemic	\$ 75,504	\$ 75,504	\$ -	\$ -	\$ -	95-01-1000-110-00	Change request: Previously approved for \$65,000 in SFY 2021. This includes salaries and benefits.

352-1-006-20230314	Eligible	Direct Allocation	Guidance Services	Regular Certified Salaries	10. Providing mental health services and supports	We are employing an additional Elementary Counselor at the 7-12 building to provide social emotional support for students.	\$ 38,003	\$ 38,003	\$ -	\$ -	\$ -	95-04-2120-110-00	Approved for \$65,000 in SFY 2021. Per narrative, When our students went to remote learning last spring it definitely impacted had a huge impact on our students, probably more social/emotional than maybe academic but both were impacted. This includes salaries and FICA.
352-1-007-20230314	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	We are opening up another Preschool classroom as we have seen a rise in At-Risk student populations and the need for PK services in our community has risen as a result of the pandemic	\$ 34,287	\$ 34,287	\$ -	\$ -	\$ -	95-03-1000-110-00	Approved for \$45,000 in SFY 2021. This includes salaries and benefits.
352-1-008-20230314	Eligible	Direct Allocation	Care and Upkeep of Grounds Services	Repair of Buildings (General Fund, Supplemental General Fund and Contingency Reserve Fund)	14. Inspection, testing, maintenance, repair, replacement and upgrade projects to improve the indoor air quality in school facilities	Sherman County Early Childhood Center in which we offer PK services is an outdated facility without a modern HVAC system for healthy air quality. It has a few Window AC units but lacks central air and heat.	\$ 290,503	\$ 290,503	\$ -	\$ -	\$ -	95-03-2630-460-00	Change request: Previously approved for \$164,702.86 in SFY 2021. Per narrative, we need a new HVAC system in our 1947 Central building where our PK program is offered as it does not have a centralized system for clean air and the learning environment for students needs to improve in an effort to provide a safe environment. Allowable if CDC guidelines are met.
352-1-009-20230314	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 staff for 1st semester as validation for them continuing to work for us during the COVID pandemic. \$600/employee	\$ 116,606	\$ 116,606	\$ -	\$ -	\$ -	95-00-1000-110-00	Change request: Previously approved for \$109,800 in SFY 2021. Per applicant, the payout will be ASAP. This includes benefits
352-1-010-20230314	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	12. Addressing learning loss among students, including vulnerable populations	Curriculum for early childhood center. Early Learning Second Step Program, Standard Parent Ed Pack, Jump Start Magnetic Folder and Letter Set. Jump Start to Literacy and Frog Street Dig and supplies (index cards, disposable face masks. And etc.)	\$ 5,175	\$ 5,175	\$ -	\$ -	\$ -	95-00-1000-610-00	New line item
352-1-011-20230314	Eligible	Direct Allocation	Support Services - Instruction	Purchased Professional & Technical Services	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	5 Hot Spots for students who do not have the internet at home. This will allow them to continue their education remotely.	\$ 6,099	\$ 6,099	\$ -	\$ -	\$ -	95-00-2200-300-00	New line item
352-1-012-20230314	Eligible	Direct Allocation	Instruction	Purchased Professional & Technical Services	3. Providing principals and other school leaders with resources to address individual school needs	4 Laptops were needed for the staff for remote learning	\$ 5,872	\$ 5,872	\$ -	\$ -	\$ -	95-00-1000-610-00	New line item
352-1-013-20230314	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Clear Touch Board for New Preschool Classroom	\$ 3,994	\$ 3,994	\$ -	\$ -	\$ -	95-00-1000-610-00	New line item

352-1-014-20230314	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	7. Purchasing supplies to sanitize and clean LEA and school facilities	6 Cordless Handheld Sprayers for staff to clean to start the spread of COVID-19.	\$ 2,994	\$ 2,994	\$ -	\$ -	\$ -	95-00-1000-610-00	New line item
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Kansas CommonApp (2020)

3769-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)



EIQAmIDN

353_Wellington_ESSER II Plan_0406 (copy)

Applicant details

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

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

Select an Applicant Type	Unified School District
Applicant / Entity Name	Unified School District No 353
Applicant / Mailing Address	221 S Washington Wellington KS 67152
Applicant / First and Last Name of Owner, CEO, or Executive Director	WENDY GOODRUM
Applicant / Email Address of Owner, CEO, or Executive Director	wgoodrum@usd353.com
Applicant / Phone Number	6203264300

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)	480722943
Applicant / Website Address (if applicable)	www.usd353.com

Application details

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

Full District Name	Unied School District No 353
District Number	353
Mailing Address Street Address	221 S Washington Ave
Mailing City	Wellington
Mailing Address Zip Code	67152
Authorized Representative of the District Name	Wendy Goodrum
Authorized Representative of the District Position or Title	Finance Director
Authorized Representative of the District Email Address	wgoodrum@usd353.com
Authorized Representative of the District Phone Number	+16203264300
Would you like to additional district representatives to the application?	Yes
Other District Representative 1 Email Address	ahateld@usd353.com
Other District Representative 2 Email Address	jkern@usd353.com

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

Covid-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.

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.

We anticipate the remaining ESSER I funds to go directly toward summer school resources, salaries and additional school technology need.

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

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

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

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

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

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

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

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

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

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

Providing mental health services and supports.

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

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

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

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

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

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

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

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

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

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

ESSER II funding will be used to purchase supplemental curriculum as well as summer school and after school staff and programs to help students to make up any losses they have encountered. We are also purchasing furniture that allows our students to maintain social distancing as much as possible. Masks, cleansers and supplies needed to slow the spread of germs will also be purchased. Facility upgrades such as HVAC systems and air circulation will be implemented to ensure safety of students and sta. Additional MTSS support and curriculum is also needed and will be purchased. Technology such as Chromebooks, remote teaching supplies and internet access for students who do not have it will be purchased to support students while working from home as well as in the school building. Our teachers stream the remote students into their classrooms while they teach dually to both. This requires upgrades in sound quality, cameras to capture the interactive whiteboards, and the interactive whiteboards themselves. Paying teachers for professional development on new curriculum and social emotional strategies as well as technology integration strategies will support the needs of our teachers and para staff throughout the pandemic. Our special education staff will require the PD, technology tools and online curriculum tools to provide special education support in both remote and face to face situations. Upgrades in transportation are also needed to provide transportation during this time for those in need. STEM and PBL resources are also being implemented to support the needs of students and to help all students learn to think critically.

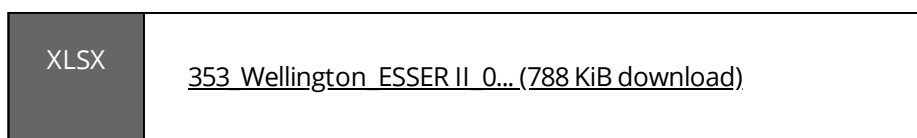
How will the district determine the impact of its ESSER II direct district allocation expenditures (and additional per-student allocation, if applicable) on students?

Currently, our Fastbridge scores are used to determine the academic needs of our students. We have seen a decline in scores from the Fall of 2019 to the present of approximately 12% districtwide. We will look at the scores to determine the impact of curriculum, professional development, and remote learning. We will use this to determine the success of our summer school program, after school program and MTSS. We will also use attendance data (absences due to illness) to determine the effectiveness of our safety precautions. It is hoped that our students will attend at a normal rate as opposed to the high number of absences during the pandemic.

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

Wendy Goodrum

Date

05/04/2021

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

USD	District Name	Data as of
353	Wellington	2/16/2023

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
353-1-001-20230314	Eligible	Direct Allocation	Instruction	Personal Services - Salaries	12. Addressing learning loss among students, including vulnerable populations	Salaries for 10 teachers extending through summer/ 10 Paras. The summer school program is planned to be an extension of the school year and getting students caught up/prepared for the next grade level.	\$ 118,000	\$ -	\$ 59,000	\$ 59,000	\$ -	62700	Change request: Previously approved for \$120,000 in SFY 2022
353-1-002-20230314	Eligible	Direct Allocation	Instruction	General Supplies and Materials	11B. Planning and implementing supplemental after-school programs	Curriculum needs, games, general material needed to extend the school year...focusing on reading, math, technology and art learning loss.	\$ 60,000	\$ -	\$ 30,000	\$ 30,000	\$ -	62710	Change request: Previously approved for \$25,000 in SFY 2022
353-1-003-20230314	Eligible	Direct Allocation	Support Services (General Administration)	Personal Services - Salaries	11A. Planning and implementing summer learning or enrichment programs	3 Administrators to supervise, organize and plan summer school curriculum and activities focused on filling learning gaps caused by COVID over the last year. Our summer school program is open to all students in the USD 353 district.	\$ 82,560	\$ -	\$ 41,280	\$ 41,280	\$ -	62720	Change request: Previously approved for \$41,280 in SFY 2022
353-1-004-20230314	Eligible	Direct Allocation	Support Services (Instructional Staff)	Technical Services	3. Providing principals and other school leaders with resources to address individual school needs	System upgrades to facilitate continuation of remote/virtual learning opportunities going into the the years post-covid, projectors, ipads, osmos, upgraded whiteboards, sounds system for social distancing, and hot spots	\$ 178,802	\$ -	\$ 100,000	\$ 78,802	\$ -	62780	Change request: Previously approved for \$100,000 in SFY 2022; Per email with district: STEM activities using ipads (for coding and Osmo software) and Osmos (giving students hands on activities to do with technology to solve problems) provide students with opportunities to bridge the gap of learning loss through alternative avenues of learning that engage students. Projectors and whiteboards are used to stream for remote learning and face to face learning to present learning material for student understanding. Teachers have created flipcharts to use with their curriculum to present the material in a sequential and organized manner that help students connect learning. Hotspots have also been purchased for students that do not have internet at home. Whether remote or face to face, our students take chromebooks home for homework and learning. In our district, where over 60% of students are free and reduced, this is helpful to create an equal opportunity for learning. We are requesting additional funds to fill in areas that are not foreseen in the event of an emergency for the support of students. IPads: 10K; Osmos: 1600; Projectors: 50K (31); Whiteboards: \$19,500; Hot spots:10K; Other: 9K...addition support to meet the building needs as they arrive. 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.

353-1-005-20230314	Eligible	Direct Allocation	Computer-Assisted Instruction Services	PURCHASED PROFESSIONAL AND TECHNICAL SERVICES	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	secondary screens, Stem software, online learning, coding	\$ 75,000	\$ -	\$ 75,000	\$ -	\$ -	62880	Approved at 6/4/2021 State board meeting. Update from district 05/27/21:Online learning curriculum, STEM software and virtual classroom set up will take on the bulk of this budget (\$50K)...we are looking at filling gaps in our remote teaching needs, specifically science and technology at our high school. Large screens for conferencing/class usage will be at the secondary level...two screens for approximately \$25K. Per email with district: Athletic streaming will be used in the future at events when needed to limit in-person attendance is an ineligible item. The district would like to delete that from the applications. The amount will remain the same. Secondary ed screens will be used for streaming, google meets, zooms, etc. Facilitating learning and conferences that need to happen remotely. Through our exploration of distance learning, we've found an area that is difficult to accomplish is ensuring that students are using critical thinking skills in problem solving situations. STEM software and assignments give students opportunities to learn through hands on problem solving situations. Research has also shown that PBL and STEM help us to reach students that live in poverty. Wellington USD 353 has an approximate 60% free and reduced population. 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.
353-1-006-20230314	Eligible	Direct Allocation	Operation and Maintenance of Plant Services (All except Transportation)	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	Student Desks to allow for social distancing	\$ 135,000	\$ -	\$ -	\$ 135,000	\$ -	62888	Change request: Previously approved for \$150,000 in SFY 2022 Student furniture: \$130,000 (Social Distancing...reorganizing our Middle and Elementary School classrooms). This includes student desks, chairs, rolling carts, tables, and etc to allow for social distancing.
353-1-007-20230314	Eligible	Direct Allocation	Operation and Maintenance of Plant Services (All except Transportation)	Repairs and Maintenance Services	14. Inspection, testing, maintenance, repair, replacement and upgrade projects to improve the indoor air quality in school facilities	HVAC Filters for better air flow and circulation to stop the spread of COVID.	\$ 5,000	\$ -	\$ 2,500	\$ 2,500	\$ -	62890	Change request: Previously approved for \$25,000 in SFY 2022
353-1-008-20230314	Eligible	Direct Allocation	Operation and Maintenance of Plant Services (All except Transportation)	Cleaning Services	7. Purchasing supplies to sanitize and clean LEA and school facilities	Continued purchases related to cleaning, sanitizing, and custodial services	\$ 20,000	\$ -	\$ 10,000	\$ 10,000	\$ -	62900	Change request: Previously approved for \$10,000 in SFY 2022

353-1-009-20230314	Eligible	Direct Allocation	Central Services	Other Professional 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	Administrative personnel to coordinate additional communication, ESSER reporting, assistance with planning general school needs and requirements for continued learning and integration of online learning and student/staff health going forward.	\$ 25,000	\$ -	\$ 25,000	\$ -	\$ -	62458	Approved at 6/4/2021 State board meeting
353-1-010-20230314	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	11B. Planning and implementing supplemental after-school programs	After-school program to help students with learning loss due to the pandemic.	\$ 88,000	\$ -	\$ 25,000	\$ 63,000	\$ -	62734	New line item; 30 staff to include paras and teachers
353-1-011-20230314	Eligible	Direct Allocation	Instruction	General Supplies and Materials	11A. Planning and implementing summer learning or enrichment programs	After school supplies and snacks	\$ 2,400	\$ -	\$ 1,200	\$ 1,200	\$ -	62440	New line item
353-1-012-20230314	Eligible	Direct Allocation	Instruction	Repair of Buildings	13. School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs	Bottle fillers and filters to help with spreading of germs.	\$ 55,500	\$ -	\$ 53,000	\$ 2,500	\$ -	62721	New line item
353-1-013-20230314	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 was in negotiated agreements. Paid out Dec 2022. \$500 per person. This was for 248 employees. This includes benefits as well.	\$ 131,029	\$ -	\$ 131,029	\$ -	\$ -	62702	New line item
353-1-014-20230314	Eligible	Direct Allocation	Support Services (Instructional Staff)	Personal Services - Salaries	2. Coordination of COVID-19 preparedness and response efforts	COVID Aids to help assist with contact tracing, and COVID testing. This was for three people to help assist nurses. This is salaries and benefits.	\$ 34,000	\$ -	\$ 34,000	\$ -	\$ -	62737	New line item
353-1-015-20230314	Eligible	Direct Allocation	Instruction	Purchased Professional & Technical Services	12. Addressing learning loss among students, including vulnerable populations	Curriculum-based measures/Data Dashboard identifying learning loss	\$ 23,875	\$ -	\$ 23,875	\$ -	\$ -	62723	New line item

353-1-016-20230314	Eligible	Direct Allocation	Instruction	Purchased Professional & Technical Services	3. Providing principals and other school leaders with resources to address individual school needs	Professional development package for IXL intervention training to assist teachers with learning loss	\$ 4,770	\$ -	\$ 4,770	\$ -	\$ -	62723	New line item
353-1-017-20230314	Eligible	Direct Allocation	Instruction	Purchased Professional & Technical Services	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Headphones, so students do not have to share to stop the of COVID.	\$ 495	\$ -	\$ 495	\$ -	\$ -	62723	New line item
353-1-018-20230314	Eligible	Direct Allocation	Instruction	Instructional Services	3. Providing principals and other school leaders with resources to address individual school needs	Extra Welding Equipment to meet guidelines for social distancing	\$ 5,005	\$ -	\$ 5,005	\$ -	\$ -	62400	New line item
353-1-019-20230314	Eligible	Direct Allocation	Instruction	Instructional Services	12. Addressing learning loss among students, including vulnerable populations	Edgenuity	\$ 75,000	\$ -	\$ 75,000	\$ -	\$ -	62440	New line item
353-1-020-20230314	Eligible	Direct Allocation	Instruction	Purchased Professional & Technical Services	12. Addressing learning loss among students, including vulnerable populations	Transmath (intervention) & Curriculum-based measures	\$ 15,221	\$ -	\$ 15,221	\$ -	\$ -	62723	New line item
353-1-021-20230314	Eligible	Direct Allocation	Instruction	Purchased Professional & Technical Services	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Apple Lamp words for life App, Go Talk; Interactive Projectors and hot spot	\$ 6,070	\$ -	\$ 6,070	\$ -	\$ -	66700	New line item
353-1-022-20230314	Eligible	Direct Allocation	Instruction	Instructional Services	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Online library services and subscriptions, photo mobile printer	\$ 8,479	\$ -	\$ 8,479	\$ -	\$ -	62440	New line item. As per district: The library subscription is a digital solution offering readers unlimited access to ebooks and audiobooks from any device at any time. This allows our students to still have access to books even if they are learning from a remote location.
353-1-023-20230314	Eligible	Direct Allocation	Instruction	Regular Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Additional pay for 46 elementary teachers to become certified in LTRS for interventions includes pay + benefit.	\$ 31,000	\$ -	\$ -	\$ 31,000	\$ -	62702	New line item

ESSER III Overview and Table of Contents

Plan	DISTRICT PROFILES				KSDE RECOMMENDATIONS					
	District Number	District Name	Total Public School Students (FTE) ¹	% Students Approved for Free- or Reduced-Price Lunch ²	Total Direct and True Up Allocation	Total Requested	% Requested of Total Allocation	Total Eligible	% Eligible of Total Requested	Eligible Value Per Student (FTE) ¹
1	101	Erie-Galesburg	427	54%	\$ 1,350,851	\$ 1,350,850	100%	\$ 1,350,850	100%	\$ 3,167
2	106	Western Plains	106	63%	\$ 240,451	\$ 240,451	100%	\$ 240,451	100%	\$ 2,268
3	209	Moscow Public Schools	131	62%	\$ 197,797	\$ 197,797	100%	\$ 197,797	100%	\$ 1,510
4	218	Elkhart	398	42%	\$ 512,675	\$ 500,675	98%	\$ 500,675	100%	\$ 1,257
5	224	Clifton-Clyde	292	38%	\$ 405,474	\$ 405,474	100%	\$ 405,474	100%	\$ 1,390
6	227	Hodgeman County Schools	295	38%	\$ 309,142	\$ 61,829	20%	\$ 61,829	100%	\$ 210
7	240	Twin Valley	549	52%	\$ 702,265	\$ 702,265	100%	\$ 702,265	100%	\$ 1,280
8	265	Goddard	5,856	22%	\$ 3,664,530	\$ 3,664,530	100%	\$ 3,664,530	100%	\$ 626
9	268	Cheney	765	26%	\$ 478,807	\$ 365,807	76%	\$ 365,807	100%	\$ 478
10	269	Palco	88	48%	\$ 158,321	\$ 158,321	100%	\$ 158,321	100%	\$ 1,809
11	289	Wellsville	724	29%	\$ 499,478	\$ 499,478	100%	\$ 499,478	100%	\$ 690
12	294	Oberlin	355	50%	\$ 644,532	\$ 17,000	3%	\$ 17,000	100%	\$ 48
13	334	Southern Cloud	156	68%	\$ 381,272	\$ 341,272	90%	\$ 341,272	100%	\$ 2,188
14	355	Ellinwood Public Schools	414	46%	\$ 601,312	\$ 60,000	10%	\$ 60,000	100%	\$ 145
15	359	Argonia Public Schools	162	38%	\$ 195,754	\$ 195,754	100%	\$ 195,754	100%	\$ 1,208
16	364	Marysville	747	48%	\$ 1,133,465	\$ 449,162	40%	\$ 351,936	78%	\$ 471
17	369	Burrton	195	55%	\$ 370,929	\$ 370,929	100%	\$ 370,929	100%	\$ 1,907
18	380	Vermillion	554	28%	\$ 479,035	\$ 479,035	100%	\$ 479,035	100%	\$ 865
19	385	Andover	4,916	8%	\$ 3,072,215	\$ 3,072,215	100%	\$ 3,072,215	100%	\$ 625
20	393	Solomon	358	55%	\$ 411,302	\$ 411,302	100%	\$ 411,302	100%	\$ 1,150
21	397	Centre	152	13%	\$ 288,369	\$ 288,369	100%	\$ 288,369	100%	\$ 1,903
22	401	Chase-Raymond	149	78%	\$ 444,384	\$ 142,170	32%	\$ 142,170	100%	\$ 954
23	409	Atchison Public Schools	1,587	58%	\$ 3,623,940	\$ 3,623,940	100%	\$ 3,623,940	100%	\$ 2,284
24	412	Hoxie Community Schools	427	37%	\$ 598,440	\$ 598,440	100%	\$ 598,440	100%	\$ 1,403
25	417	Morris County	757	51%	\$ 1,178,947	\$ 1,178,947	100%	\$ 1,178,947	100%	\$ 1,558
26	428	Great Bend	2,827	65%	\$ 5,972,365	\$ 3,791,868	63%	\$ 3,791,868	100%	\$ 1,341
27	431	Hoisington	723	58%	\$ 1,196,479	\$ 1,196,479	100%	\$ 1,196,479	100%	\$ 1,656
28	437	Auburn Washburn	5,920	30%	\$ 4,373,713	\$ 4,113,464	94%	\$ 4,113,464	100%	\$ 695
29	440	Halstead	778	41%	\$ 954,535	\$ 865,671	91%	\$ 865,671	100%	\$ 1,113
30	444	Little River	271	28%	\$ 267,430	\$ 267,430	100%	\$ 267,430	100%	\$ 987
31	448	Inman	392	24%	\$ 320,314	\$ 320,314	100%	\$ 320,314	100%	\$ 817
32	468	Healy Public Schools	42	74%	\$ 209,533	\$ 209,533	100%	\$ 209,533	100%	\$ 4,989
33	495	Ft Larned	820	50%	\$ 1,242,023	\$ 483,584	39%	\$ 483,584	100%	\$ 590
34	505	Chetopa-St. Paul	362	60%	\$ 878,992	\$ 860,336	98%	\$ 860,336	100%	\$ 2,375
Total			32,690	32%	\$ 37,359,071	\$ 31,484,691	84%	\$ 31,387,465	100%	\$ 960

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 D0101

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>
Erie-Galesburg	205 S Main, Erie, KS 667330137	PO Box 137, Erie, KS 667330137
<u>Superintendent Name</u>	<u>Superintendent E-mail Address</u>	<u>Superintendent Phone Number</u>
Troy Damman	tdamman@usd101.com	(620) 244-3264

Authorized Representative of the District Information

<u>Name</u>	<u>Position of Title</u>	<u>E-mail Address</u>	<u>Phone Number</u>
TROY DAMMAN	Superintendent	tdamman@usd101.com	(620) 244-3264

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.usd101.com>

Use of Funds for CDC Guidance

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

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

Each building principal at our elementary, middle school, and high school met with student groups, club and organizations, and student council to discuss the proposed ESSER III plan and to receive feedback and/or input on how they would like to see the funds utilized. The students supported proposed options and offered additional ideas that might benefit each building. Some of the ideas included additional staff members to provide student support in the classroom and possible ways to help keep the environment clean to prevent the spread of the virus. The elementary level included 4 students at each of the 3rd, 4th, and 5th grade levels for a total of 12 students. At the middle school and high school, the students involved in the discussion included the student council and other leadership groups such as FFA, HOSA, FCCLA, and a leadership class. Total student participation at the secondary level was 36 students.

Families

The district has provided detailed discussion on a monthly basis at each board meeting, to discuss options for the use of ESSER III funds and has given parents and families the opportunity to provide feedback during the meetings. There was very limited feedback from parents during the meetings. A survey was also sent out electronically to members of the public and student parents. The survey included a list of items that has been proposed from committees, administration, teachers, and the school board members. We estimated that we had about 65% response rate from the survey and 80% of the responses were in favor of the proposed uses of the funds with the highest ratings for retention/incentive/premium pay for district staff followed by student support in the classrooms, keeping the building sanitized on a regular basis, updating HVAC equipment to help bring in fresh air and to help filter the air within the classrooms. We currently offer a summer school program so it scored low on the list.

School and District Administrators including Special Education Administration

USD 101 consists of 3 building principals and one superintendent. All administrators provided input during committee meetings at the building level and within the district team discussion. The administration has kept in close communication with our local special education coop to ensure that we continue to meet the needs of all educational populations of students. All administration have been in full support of the expenditures for the ESSER III funds.

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

The district worked directly with our teacher bargaining unit to address funding needs in the classroom and all buildings throughout the district. The negotiation team was in full support of the expenditures and supported the need to extend the calendar days to provide additional student academic support. We evaluated daily schedules to allow for additional time during and outside the school day. We have reviewed transportation for students to allow all students to be supported for the additional instructional interventions beyond the regular school day. Much collaboration was held with our classified staff to support the understanding for sanitizing and other cleaning needs in each of the buildings. Additional hours would be needed to keep up on the normal needs for each position and staff were understanding and supportive of the need. Even with this discussion, we experienced several staff members quitting their jobs for fear of the Covid or to simply take a different job. It has been difficult to fill the vacancies and as a response, we have offered to provide hiring/retention stipends. This effort has been supported by all.

Tribes

Our district does have a very limited number of students/families that are connected with a tribe. We did a survey of the individuals to determine which tribe they belonged to and then reached out to the tribal nation to complete our survey for ESSER expenditures. The Tribe was very supportive of all the items we proposed to use the funding for and felt that all of the items listed should be equally important. The top item in their response was to focus on the student interventions outside the school day because it was difficult for parents to support in the evenings after returning home from work.

Civil Rights Organization including Disability Rights Organizations

Our district does not consist of any formal civil rights organization or disability rights organizational groups so we were not able to directly reach out to them for input. However, we did contact local religious groups, social groups, and other groups that were active in the community for their input. We provided a copy of our survey that was sent out to other stakeholders and individuals. They all responded in support of the recommendations provided with emphasis put on student support outside the school day. USD 101 contacted the Kansas Action for Children and have not received a response at the time the application was submitted.

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

We have worked closely with our students and representatives of the subgroup populations in our school district in developing our ESSER support plan. In reviewing our student information system, we confirmed that we serve 89 children with disabilities, 6 English Learners, 0 children experiencing homelessness, 6 children in foster care, 0 migratory students, 0 children who are incarcerated, 4 children that are American Indians, 4 students that are Asian, 9 students that are Black/African American, 22 students that are Hispanic/Latino, 1 student that is Native Hawaiian/Pacific Islander, and 204 children who we consider underserved. Where representation in each group occurs, we have contacted the families of these students directly and asked for their feedback. Additionally, we conducted a survey and visited in conversations directly with students who met the criteria for these subgroups. It was clear from these conversations and feedback from students and stakeholders that they also supported the recommendations we provided with additional emphasis placed on student support outside the school day.

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

A survey was sent out to families that we had contact information on and we communicated to the public through newspaper articles that outlined our goals for utilizing the ESSER funds. We had very little response to our efforts, but we did have much discussion through our site counsel groups and other public groups that play an active role in the educational programs. Some of the responses recommended that we install devices to clean the air in the buildings and to update the HVAC equipment so that a cleaner air was provided in the classrooms. These groups had a strong focus on the environment because they felt that the staff were providing a quality education under the circumstances. The groups have had a continuous feedback for school curriculum so their focus during the ESSER funding was to look at other resources and recommendations.

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

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

Our district consists of about 460 students PreK through 12th grade. We have 3 school buildings that include an elementary school, middle school, and a high school. Covid has hit each building in a different manner and when students were exposed to the virus, it seemed to filter through individuals rather quickly. The highest percent of impact has been around 10 percent of our population. We have never closed our educational buildings as a result of the virus and have continued to the best of our ability. Impacts have included high need for substitutes, teacher supports that involve paras, cafeteria staff so that we could provide lunches, custodial staffing so that we could continue to clean the facilities, bus drivers to cover daily routes and activity trips, and being able to find replacement staff for individuals that resigned. It has been extremely challenging to find bus drivers and custodians since the Pandemic has hit. Very few individuals are interested in working in the school environment and have a desire to work elsewhere. Bonuses and higher salaries have been demanded in order to attract individuals to work in the district. Learning loss has been a concern, but our teachers have worked extra hard to ensure that any student that has missed school due to illness, receives additional instruction and support to maintain grade level retention. The instructional support has occurred over all of the grades through each of the school buildings and includes all educational levels along with special education. A large group of parents and community members have demanded that the school buildings have a higher level of cleanliness to protect from the spread of the virus. As a result, the custodial staff have had to use additional cleaning supplies that will kill the virus and must spend additional hours to thoroughly disinfect all classrooms and other areas of the building. We believe that we have done a great job of preventing the spread of the virus and feel that any contamination has occurred outside the school buildings. We have experienced a large increase of social emotional issues with both students and staff members since the pandemic. Individuals have become more stressed and concerned with other family members that may have experienced the virus and fearful for how it may impact them. The stress and concerns have blended into other stressful issues compounding their anxiety. We have spent more time working with these individuals on a regular basis and plan to hire additional staff to support the need.

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

It is our desire to use funding to support our before/after school programs so that we can have enrichment programs in addition to the regular school day. We are extending the school day and adding days to the calendar to provide the additional enrichment programs. All levels of education will allow for individual and group tutoring that not only includes the core programs, but will include electives because students have not been able to participate when receiving virtual or remote instruction. We plan to hire an instructional coach because 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 train teachers to use literacy interventions because evidence suggests that having a structured literacy program implemented with fidelity that focuses on teaching and reinforcing elements of literacy with early learners is critical to their success. Below are some links that provide research that supports before/after-school activities for students, providing a literacy coach, and for instructional practices.

Cosden, M., Gale Morrison, G., Lisa Gutierrez, L., & Brown, M (2004). The effects of homework programs and after-school activities on school success, *Theory Into Practice*, 43:3, 220-226, DOI: 10.1207/s15430421tip4303_8

Shanklin, N. L. (2006). What are the characteristics of effective literacy coaching? *Literacy Coaching Clearinghouse*. Online: <https://files.eric.ed.gov/fulltext/ED530356.pdf>

Vaughn, S., Cirino, P. T., Wanzek, J., Wexler, J., Fletcher, J.M., Denton, C.D., Barth, A., Romain, M., & Francis, D. J. (2010) Response to intervention for middle school students with reading difficulties: effects of a primary and secondary intervention. *School Psychology Review*, 39:1, 3-21, DOI: 10.1080/02796015.2010.12087786

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

It is our district's plan to try to keep class sizes small to allow for greater distances between individuals so that viruses can be limited to exposure of others. To help with smaller class sizes, we will need to hire more teachers to provide additional sections of instruction. It is also our plan to hire a teacher/counselor to provide social and emotional support for students and staff that are impacted by the barriers that have been created for social distancing. We are adding a instructional coach at the elementary that will support the students in meeting the grade level benchmarks. The coach will work directly with the classroom teachers to identify students and will then work with those students to support the classroom instruction. Data for academic progress will be maintained to help align the instruction for student success. Additional academic support will be offered before and after school for all students to address learning loss as a result of the pandemic. The district plans to purchase support services through Greenbush and software programs that allow for both academic progress and social/emotional needs to address learning loss as a result of the pandemic. We plan to purchase various technology that will allow for devices to be utilized remotely that includes both presentations and interactions.

The district will continue to deep clean facilities to help prevent the spread of the virus. Additional cleaning supplies and equipment will be purchased to support the need for cleaning and salaries to support the additional time involved.

The district plans to pay staff premium stipends, allow for hiring/retention bonus due to the difficulty in finding support 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 district plans to focus on Literacy interventions that focuses on teaching and reinforcing elements of literacy with early learners that is critical to their success. Our literacy interventions will include high impact instructional strategies, science of reading instruction, and literacy instruction across all grade levels. Our reading coach will work with teachers to develop data that demonstrates student progress and areas of support that is needed. Our added counselor will focus on students that have social/emotional needs and those that have been disproportionately impacted by the pandemic.

Allocations

	Direct Allocation	True Up Allocation	Total Allocation		20% Minimum
ESSER III Allocations	\$1,350,851	\$0	\$1,350,851	ESSER III Allocations	\$270,171
Approved Total	\$0	\$0	\$0	Approved Total	\$0
Amount Left	\$1,350,851	\$0	\$1,350,851	Amount Still Needed	\$270,171
In Review Total	\$1,350,850	\$0	\$1,350,850	In Review Total	\$431,170
Amount Left	\$1	\$0	\$1	Amount Still Needed	\$0

Line Items

ID	Allocation Type	Learning Loss	Function Code	Object Code	Allowable Use	Total Expenditures	Status
101-3-0001	Direct	False	1000	110	16	\$182,735	Task Force Review
101-3-0002	Direct	False	1000	120	16	\$373,411	Task Force Review
101-3-0003	Direct	False	1000	220	16	\$107,550	Task Force Review
101-3-0004	Direct	False	2600	600	7	\$31,920	Task Force Review
101-3-0005	Direct	False	1000	736	9	\$96,550	Task Force Review
101-3-0006	Direct	True	1000	300	12	\$141,537	Task Force Review
101-3-0007	Direct	False	1000	290	16	\$620	Task Force Review
101-3-0008	Direct	False	1000	110	12	\$59,084	Task Force Review
101-3-0009	Direct	False	1000	110	10	\$67,810	Task Force Review
101-3-0010	Direct	True	1000	100	12	\$289,633	Task Force Review

Line Item Details

Line Item ID: 101-3-0001

Allocation Type

Direct Allocation

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

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

Account Name

Certified Salaries

Account Number

38105

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

Hiring and retention bonuses of \$2,500 will be provided to 46 certified staff in efforts to retain employees. Expenses beyond the ESSER funding allotment will be paid for from district funds to meet the \$2,500 bonus. Fewer dollars will be available in ESSER funding during years 2023 and 2024 for the retention bonus, but the district has planned to meet the bonus amount for all three years.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$114,000
Budgeted Expenditures in SFY 2023	\$34,367
Budgeted Expenditures in SFY 2024	\$34,368
Total Expenditures	\$182,735

Status

Task Force Review

Line Item ID: 101-3-0002

Allocation Type

Direct Allocation

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

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

Account Name

Classified Salaries

Account Number

38106

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

A hiring and retention bonus of \$1,100 will be provided to 48 classified staff during the 2022 year. We have experienced a very difficult time finding and keeping classified staff due to Covid so an increase of \$3,200 for a hiring and retention bonus will be added to years 2023 and 2024. Additional funding is allocated for SYF 2024 in hopes of being able to hire more bus drivers and custodians.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$52,311
Budgeted Expenditures in SFY 2023	\$155,600
Budgeted Expenditures in SFY 2024	\$165,500
Total Expenditures	\$373,411

Status

Task Force Review

Line Item ID: 101-3-0003

Allocation Type

Direct Allocation

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

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

Account Name

Social Security salaries

Account Number

38108

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

Hiring and retention bonus deductions

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$12,550
Budgeted Expenditures in SFY 2023	\$40,000
Budgeted Expenditures in SFY 2024	\$55,000
Total Expenditures	<u>\$107,550</u>

Status

Task Force Review

Line Item ID: 101-3-0004

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

Custodial supplies

Account Number

38117

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

Cleaning supplies needed to prevent the spread of viruses. The cleaning items include antibacterial soap, liners, paper towels, disinfectant, disposable wipes, disposable gloves, and other cleaning supplies. During SFY 2021, some of the expenses were paid for from district and other funds. During SFY 2023 and 2024, we expect to spend ESSER III dollars to pay for more of the cleaning supplies. The cleaning supplies will be used in school buildings, transportation vehicles, and all areas with high traffic use to help prevent the spread of Covid and other germs.

The FY22 is the remaining balance from ESSER II and will be supported with ESSER III funds. FY23 and FY24 will only be funded through ESSER III funds. The supplies used will include cleaning supplies for handwashing, sanitizing classrooms, restrooms, and other areas of the buildings.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$15,920
Budgeted Expenditures in SFY 2023	\$8,000
Budgeted Expenditures in SFY 2024	\$8,000
Total Expenditures	<u>\$31,920</u>

Status

Task Force Review

Line Item ID: 101-3-0005

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

Technology equipment

Account Number

38115

Function Code

1000 - Instruction

Object Code

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

Allowable Use

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

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

Technology to allow each student a device to prevent the spread of the virus. Additional technology to allow the teachers the ability to provide instruction through technology. The technology will include iPads, chromebooks, operating licenses, laptops, and classroom presentation devices that will allow the district to have one-one technology. Costs for chromebooks are approximately \$300 each, iPads \$350, licenses \$35, and expenses for classroom setups. The total impact will include approximately 50 adults and 500 students.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$46,550
Budgeted Expenditures in SFY 2023	\$25,000
Budgeted Expenditures in SFY 2024	\$25,000
Total Expenditures	<u>\$96,550</u>

Status

Task Force Review

Line Item ID: 101-3-0006

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

Instructional services purchased

Account Number

38120

Function Code

1000 - Instruction

Object Code300 - PURCHASED PROFESSIONAL
AND TECHNICAL SERVICES**Allowable Use**12 - Addressing learning loss among
students, including vulnerable
populations.**Please describe the expenditures within the account and how they will address a COVID-19 need**

Services to provide student academic support and teacher training. Funding will be used to purchase extra instructional material such as textbooks and supplemental materials so that students will not need to share materials. Other purchases will be made from Greenbush to provide teacher training, instructional student activities, STEM projects, and other learning modules. The professional development will be to support our students that were the most impacted by covid 19 learning loss this includes our Tier II and Tier III students minority, disabled, at risk, Title, children from low-income families, and homeless students as we support them and increase learning and social/emotional skills. The professional development will include, but not limit to MTSS, DIBELS, MAP testing, IXL, Istation, KAP, and others as they relate to reading and math testing.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$41,537
Budgeted Expenditures in SFY 2023	\$50,000
Budgeted Expenditures in SFY 2024	\$50,000
Total Expenditures	<u>\$141,537</u>

Status

Task Force Review

Line Item ID: 101-3-0007

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

Unemployment

Account Number

38109

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

Expenses necessary to hire and retain staff. The expenses will provide unemployment costs for additional teachers and staff that are needed to help keep class sizes smaller. The smaller class sizes will allow students to be spread out greater distances to help prevent the spread of Covid and other germs. The unemployment costs charged to ESSER III are \$170 for year 2022, anticipated expense of \$200 for 2023, and \$250 for year 2024.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$170
Budgeted Expenditures in SFY 2023	\$200
Budgeted Expenditures in SFY 2024	\$250
Total Expenditures	<u>\$620</u>

Status

Task Force Review

Line Item ID: 101-3-0008

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

Reading coach

Account Number

38105

Function Code

1000 - Instruction

Object Code

110 - Regular Certified Salaries

Allowable Use

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

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

The reading coach will be used to support the instruction for students that have been delayed academically due to covid issues and at-risk population. The coach will provide supplemental instruction in small groups in addition to other duties that will help students academically that are falling behind their grade level. The coach will help to monitor classroom instruction to ensure that proper instruction is provide to students that meet research based instruction.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$28,417
Budgeted Expenditures in SFY 2024	\$30,667
Total Expenditures	<u>\$59,084</u>

Status

Task Force Review

Line Item ID: 101-3-0009

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

At-risk counselor

Account Number

38108

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

The counselor will provide mental health services and support beyond the general counselor. We have experiences a high level of social and emotional needs for students since the onset of Covid.

Budgeted Expenditures in SFY 2021	\$0
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Budgeted Expenditures in SFY 2022	\$0
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Budgeted Expenditures in SFY 2023	\$33,905
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Budgeted Expenditures in SFY 2024	\$33,905
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Total Expenditures	<u>\$67,810</u>
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Status

Task Force Review

Line Item Comment from KSDE

Per narrative, "We have experienced a large increase of social emotional issues with both students and staff members since the pandemic. Individuals have become more stressed and concerned with other family members that may have experienced the virus and fearful for how it may impact them. The stress and concerns have blended into other stressful issues compounding their anxiety. We have spent more time working with these individuals on a regular basis and plan to hire additional staff to support the need."

Line Item ID: 101-3-0010

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

Student academic support

Account Number

38120

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

Teachers are providing extra supplemental academic instruction to students beyond the classroom before, during, and after school to address the learning loss for sub groups most impacted by Covid 19, including students with disabilities and other vulnerable at-risk populations. A total of 46 certified staff will receive \$3,500 annually for the additional time spent before and after school to work with students for academic improvement during SFY 2023 and 2024. Stipend costs that exceed the amount provided through the ESSER funds will be provided by the district funds.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$96,544
Budgeted Expenditures in SFY 2023	\$96,545
Budgeted Expenditures in SFY 2024	\$96,544
Total Expenditures	<u>\$289,633</u>

Status

Task Force Review

ESSER III APPLICATION FOR D0106

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>
Western Plains	100 School St., Ransom, KS 67572	100 School St., Ransom, KS 67572
<u>Superintendent Name</u>	<u>Superintendent E-mail Address</u>	<u>Superintendent Phone Number</u>
Jeff Jones	jjones@usd106.org	(785) 731-2352

Authorized Representative of the District Information

<u>Name</u>	<u>Position of Title</u>	<u>E-mail Address</u>	<u>Phone Number</u>
Jeff Michael Jones	Superintendent	jjones@usd106.org	(785) 731-1118

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.usd106.org/page/important-links-documents>

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 hired additional support staff to assist with keeping the facility clean to reduce the likelihood of spreading the virus and keeping items that might be handled by more than one person either cleaned between uses. The additional staff assists with checking students for symptoms and allowing classes to meet if illness causes staff to miss work, as well as added information technology support. Furthermore, we have allowed existing support staff to work increased hours and authorized overtime hours as needed to make sure the facility and vehicles are clean and ready when needed with the extra precautions. In addition, we continue to supply masks and have added air purifiers and supplies to each classroom as well as maintaining masks that masks be worn while riding in all school owned vehicles.

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 include all stakeholders in developing our ESSER plan we held group meetings with both our junior high and high school students in order to determine from their perspective what was the greatest needs related to impacts of the COVID pandemic. We reached out to our Student Council Group for feedback. However, the more effective way in communicating with our small school is in direct communication with our students. Our Junior High and High School totaled approximately 55 students and we met directly with those students in three separate meetings which allowed for 100% of students to participate in the process. Through completing those group meetings the district identified two goals: 1) making sure the air that everyone was breathing was clean; 2) expanded learning opportunities. You will see these suggestions from students are reflective in the plan we developed.

Families

Our district held open meetings for parents and patrons to discuss the financial opportunities that were made available with the ESSER funds and what they thought the school district should target. With our small school district we were able to receive direct input from these meetings from over a third of our district's families. Through conducting those meetings we identified two areas where our families had the greatest interest: 1) support for students that had fallen behind in school; 2) making sure the building and air was safe and clean. You will see these suggestions from parents are reflective in the plan we developed.

School and District Administrators including Special Education Administration

Our administrative team met to discuss progress and concerns regarding the pandemic consistently. We reached out directly to our Special education cooperative administrator who stated "anything that addresses learning loss ... including after school tutoring or summer camps" would be the primary objectives. After reviewing the information that was gathered from the various different sources through the ESSER planning process the administrative team identified the following areas as the most important to be addressed: 1) making up for the learning loss through added student teacher contact; 2) using better classroom curriculum especially in the English language arts to address learning loss and performance especially with English language learners, 3) adding summer school and after school learning programs. You will see that this information plays a prominent role in our ESSER plan.

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

Our school district employees are not unionized and all principals and other quasi administrators serve on our administrative team. However, through open discussions with our teaching staff the school district identified the following needs that needed addressed: 1) extended learning opportunities to address learning loss completed in three different ways a) summer school for students that have learning gaps; b) after school learning opportunities for students that are struggling in class; c) improved curriculum resources; 2) maintain clean safe environment.

Tribes

Based on the Tribal Leaders Directory, USD 106 does not have any federally-recognized tribes within our boundaries. Furthermore, none of our students identify as Native Americans without identifying as hispanic or Latino in student data. We did reach out to the Kansas Kickapoo Tribe office to receive feedback regarding suggestions to best meet needs of Native American students. While we did not hear back from anyone, we believe the following 2 supports would best benefit any Native American students: 1) Improving English Language arts for students that have gaps in that area; 2) Provide improved social emotional supports for all students to be successful in school and life especially advocating for oneself. Our ESSER plan includes these suggestions to best meet the needs of our students.

Civil Rights Organization including Disability Rights Organizations

We reached out to the Kansas Action for Children, a civil rights organization, and the Kansas Food Bank in order to receive input regarding the needs of students within school districts from their perspective related to civil rights. The concerns that we received were focused on the following items: 1) health and safety of the building for students to receive an education, 2) support for students and families relying on technology, 3) maintaining a strong teaching staff to educate and support student growth. Our ESSER plan includes these suggestions based on the 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

During our meeting process we were sure to include our special education staff and staff that have their focus working with English language learners as these students represent significant populations within our student body. Our district consists of less than 50 families that have students in our school district. Similarly, the communities that the school represents are significantly smaller than an average school district. Furthermore, our school district currently does not have any children experiencing homelessness, in foster care, are migrants, are experiencing incarceration, or other recognized disabilities outside of learning disabilities and English language. Consequently, family input from families other than English Learners and learning disabilities was not possible to obtain. Therefore we reached out to organizations such as KVC Kansas, International Rescue Committee office in Wichita, and the Disability Rights Center of Kansas to garner further input. Along with these organizations we worked closely with our student families that have students in the subgroup populations of English Learners and other learning disabilities to develop our ESSER plan. The district received input from seven different families representing approximately 15% of our total number of families with students in our school district. Through these conversations the following concerns were identified for us to focus our attention on: 1) after school learning programs; 2) assistance with technology at home. 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

As we did with our ESSER II plan, the district presented and discussed the ESSER III plan at multiple Board of Education meetings. In addition to posting these meetings publicly and inviting input from the public our school newspaper that is produced by the school invited input and is mailed out to every school address within the district. District leaders also reached out to stakeholders that represented different groups within the community to give input regarding the plan and spoke at different community meetings such as the local city meetings and local Lions Club meetings. With our small community population we found it best to have open dialogue with the different groups and families to gather information for our ESSER Plan. Dozens of community families were reached. During those communications two main concerns were identified for us to focus our district's attention which included: 1) Closing any learning gaps created by the pandemic; 2) Keeping a safe and sanitary facility.

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 serves approximately 125 students in PreK through 12th grade at 3 attendance centers in 2 different communities. These students left for Spring Break of 2020 and did not return inside the building until the following Fall semester began in August of 2020. While students did have remote learning opportunities, the learning through these platforms did not meet the needs of some of the students. Furthermore, in both the 2020-2021 and 2021-2022 school year buildings were closed for short periods of time due to outbreaks and both students and staff were quarantined at different times throughout the school years which significantly disrupted the learning environment. Furthermore, there were some students that did not return to the district either choosing to home school or not come back to school for their senior year. State Assessments showed a slight dip in performance throughout the district. However, that dip was larger and disproportionate in one particular area of one subgroup and accounted for the majority of any overall loss. That performance area was English Language Arts from the subgroup of English learners. This subgroup accounts for on any given year approximately 20 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 majority of the funds will be used for addressing learning loss through: extending the current school year and previous school year by adding days to the school calendar to address learning loss, added substantial summer learning opportunities, hired additional teaching staff members to target specific learning needs for students, after school elementary learning programs, adding new curriculum materials aligned with the Science of Reading practices that are evidenced are being purchased, this curriculum is technology based so that it can be utilized through an on-line learning if another needs arises and the platform also containing social emotional components embedded within the curriculum, and adding computers to the inventory to successfully address learning loss and distance learning if it is needed.

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 improvement in indoor air quality and the continued implementation of COVID related-protocols reducing the spread of the 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 impact of ESSER III funding to reduce learning loss will be monitored by analyzing data in both state assessments and interim data that the school receives through the implementation of a new program to our school district Fastbridge. Social, Emotional, and Mental Health needs will be reviewed through Kansas Communities that Cares survey taken annually in grades 6, 8, 10, and 12. When possible subgroups will be analyzed in hopes of ensuring that the needs of all students are being met including students from low-income families, students of color, children with disabilities, and students experiencing other significant barriers. This more in-depth data analysis should drive decisions that will improve course grade curriculum and instructional decisions, decrease the need for remedial interventions, and increase our graduation rate and state assessment scores moving closer to having every child in our district reach proficient standards.

Allocations

	Direct Allocation	True Up Allocation	Total Allocation		20% Minimum
ESSER III Allocations	\$240,451	\$0	\$240,451	ESSER III Allocations	\$48,091
Approved Total	\$0	\$0	\$0	Approved Total	\$0
Amount Left	\$240,451	\$0	\$240,451	Amount Still Needed	\$48,091
In Review Total	\$240,451	\$0	\$240,451	In Review Total	\$48,091
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
106-3-0001	Direct	False	1000	619	7	\$21,679	Task Force Review
106-3-0002	Direct	False	1000	644	12	\$42,198	Task Force Review
106-3-0003	Direct	False	2100	734	9	\$6,080	Task Force Review
106-3-0004	Direct	False	1000	110	15	\$11,800	Task Force Review
106-3-0005	Direct	False	1000	120	15	\$11,750	Task Force Review
106-3-0006	Direct	True	1000	120	12	\$558	Task Force Review
106-3-0007	Direct	True	1000	110	12	\$47,533	Task Force Review
106-3-0008	Direct	False	1000	110	12	\$47,139	Task Force Review
106-3-0009	Direct	False	1000	110	12	\$41,400	Task Force Review
106-3-0010	Direct	False	1000	110	12	\$10,314	Task Force Review

Line Item Details

Line Item ID: 106-3-0001

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

Building Sanitation Supplies

Account Number

98

Function Code

1000 - Instruction

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

The district purchased a total of 16 Airbox Air Purifiers at a cost of less than \$1500 per purifier.

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$21,679**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$21,679**Status**

Task Force Review

Line Item ID: 106-3-0002

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

98

Function Code

1000 - Instruction

Object Code

644 - Textbooks

Allowable Use

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

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

Purchase of evidenced-based curriculum to address new learning gaps that were created due to learning loss experience by students through the COVID-19 pandemic. We made the decision to change our curriculum resource to better meet the needs of our at-risk groups including low-income, EL, students with disabilities, and struggling academically. Root cause analysis showed the subgroups that make up those populations, at each level and shared between the two buildings, needed a robust curriculum that allows a focus on phonological awareness, phonics, and fluency which was lacking in our old curriculum resource. The supplementals being used around the district to try to fill the gaps were creating other gaps in ELA academics. Besides lacking foundational skills, critical thinking and writing skills were nearly nonexistent. Due to the need to supplement in so many areas and to such a large span of at-risk students, a study was done of the approved evidence-based best practices for a curricular resource that would meet the needs of most of the at-risk populations. The curriculum that was purchased was McCraw Hill Wonders for grades K-5 and for grades 6-12 the district purchased Study Sync from McGraw Hill. These programs were sync to together from K through 12 and were specifically chosen because the curriculum could address the needs that the school district had filling the gaps that low-income, EL, and students that were struggling academically were experiencing.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$42,198
Budgeted Expenditures in SFY 2023	\$0
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$42,198</u>

Status

Task Force Review

Allocation Type

Direct Allocation

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

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

Account Name

ESSER III

Account Number

98

Function Code

2100 - Support Services (Students)

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

Ipads, and charging cords for student use to replace worn out devices used during remote learning and to be prepared for students use during future remote learning or student quarantines. When our school went remote many of the devices showed extensive use when they were returned including some that no longer worked. To assist ensuring that all our students received appropriate technology to conduct any future remote learning, these additional learning supplies had to be purchased. One of the schools in the district has students with significant poverty levels of over 70% and in order for all students to have equitable opportunities for learning during the event of remote learning these items were purchased.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$6,080
Budgeted Expenditures in SFY 2023	\$0
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$6,080</u>

Status

Task Force Review

Line Item ID: 106-3-0004

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

98

Function Code

1000 - Instruction

Object Code

110 - Regular Certified Salaries

Allowable Use

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

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

Payments for additional staff duties or risks that are due to additional COVID-19 related duties. There were a total of 19 certified staff included for payment with regard to these duties. The staff was notified prior to receiving any compensation of the additional work requirements that would be required for additional pay.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$11,800
Budgeted Expenditures in SFY 2023	\$0
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$11,800</u>

Status

Task Force Review

Line Item ID: 106-3-0005

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

98

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

Payments of salaries for additional staff duties or risks that are due to additional COVID-19 related duties. There were a total of 25 different employees that were paid in relation to these duties. The staff was informed of the additional work and duties required to implement the public health protocols for reopening prior to any compensation for that work being completed.

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	<u>\$11,750</u>

Status

Task Force Review

Allocation Type

Direct Allocation

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

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

Account Name

ESSER III

Account Number

98

Function Code

1000 - Instruction

Object Code

120 - Regular Non-Certified Salaries

Allowable Use

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

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

Salaries for after school learning program for staff to address learning loss among students created by the COVID-19 pandemic. This amount was paid to one employee which addressed learning loss for students with learning disabilities and were identified as at risk due to their level of performance in the classroom.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$558
Budgeted Expenditures in SFY 2023	\$0
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	\$558

Status

Task Force Review

Allocation Type

Direct Allocation

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

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

Account Name

ESSER III

Account Number

98

Function Code

1000 - Instruction

Object Code

110 - Regular Certified Salaries

Allowable Use

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

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

Salaries for certified staff for summer school learning to address learning loss experienced due to the COVID-19 pandemic. There were a total of 9 teachers that were paid with these funds for teaching students during summer school. The 2021 KAP Reading scores coming out of the pandemic shutdown and quarantines showed an increase of 6.3% in students scoring in Level 1 and a decline of 13.8% in students achieving in Level 4. Nearly all of the summer learning opportunities for students were provided in one-on-one learning settings or in very small learning groups such as 2 or 3 students possessing very similar learning gaps so that learning sessions would be specifically designed to meet the needs of those students. Because of the very small enrollment numbers that the district possesses it is impossible to disaggregate data by subgroups without identifying each student. However, it was this individualized philosophy that we attempted to use to close learning gaps that existed for students within the district. This was accomplished by addressing the greatest learning need that each student possessed and focusing the specific remediation that needed to occur for that student. The majority of summer learning sessions that occurred addressed the needs of English learners as this is a the greatest student subgroup within the school district and the learning loss experienced by this subgroup was statistically found to be the greatest.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$12,000
Budgeted Expenditures in SFY 2023	\$22,347
Budgeted Expenditures in SFY 2024	\$13,186
Total Expenditures	<u>\$47,533</u>

Status

Task Force Review

Line Item ID: 106-3-0008

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

98

Function Code

1000 - Instruction

Object Code

110 - Regular Certified Salaries

Allowable Use

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

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

Salaries for Certified staff members to extend the school year to allow for more time with students to address learning loss experienced by students due to the COVID-19 pandemic. A total of 13 certified teachers received funds from this item for additional days added to the school calendar. Three additional days of school were added to the school calendar to better address learning loss. Some students, many of which are a part of under represented groups were identified to need additional learning opportunities due to learning gaps created by the COVID pandemic, chose not to take part in added after school learning opportunities or in added summer learning opportunities. By adding the additional days of school to the school calendar, all students would be required to attend these additional learning opportunities to close the learning gaps created by the COVID pandemic.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$47,139
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$47,139</u>

Status

Task Force Review

Line Item ID: 106-3-0009

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

98

Function Code

1000 - Instruction

Object Code

110 - Regular Certified Salaries

Allowable Use

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

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

Salary for additional teaching position to address specific learning loss related to the COVID-19 pandemic. There was one teacher that was paid with these funds for SFY 2022. The 2021 KAP Reading scores coming out of the pandemic shutdown and quarantines showed an increase of 6.3% in students scoring in Level 1 and a decline of 13.8% in students achieving in Level 4. Because of the very small enrollment numbers that the district possesses it is impossible to disaggregate data by subgroups without identifying each student. During the SFY 2022 a new teaching position of STEM was added for students in grades K-8th grade. The \$41,400 paid for the entire salary of that teacher's new position. By adding this position it was determined that this would be the best way to improve the teaching offerings at the school and increase learning and would also address learning loss experienced by students due to the COVID pandemic by improving the way our staff connects with students making what they learn in their varied home environments more related to the traditional academic work that students learn in their classrooms.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$41,400
Budgeted Expenditures in SFY 2023	\$0
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$41,400</u>

Status

Task Force Review

Line Item ID: 106-3-0010

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

98

Function Code

1000 - Instruction

Object Code

110 - Regular Certified Salaries

Allowable Use

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

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

Salary for additional teaching position to address specific learning loss related to the COVID-19 pandemic. There was one teacher that was paid with these funds for a portion of the teachers salary for the SFY 2023 school year. The 2021 KAP Reading scores coming out of the pandemic shutdown and quarantines showed an increase of 6.3% in students scoring in Level 1 and a decline of 13.8% in students achieving in Level 4. Because of the very small enrollment numbers that the district possesses it is impossible to disaggregate data by subgroups without identifying each student. During the SFY 2022 a new teaching position of STEM was added for students in grades K-8th grade. The \$10,314 used during the SFY 2023 was partially fund the continuation of this new teaching position. By adding this position it would be the best way to improve the teaching offerings at the school that would address learning loss experienced by students due to the COVID pandemic by improving the way our staff connects with students making what they learn in their varied home environments more related to the traditional academic work that students learn in their classrooms.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$10,314
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$10,314</u>

Status

Task Force Review

ESSER III APPLICATION FOR D0209

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>
Moscow Public Schools	301 High Road, Moscow, KS 679520158	Box 158, Moscow, KS 679520158
<u>Superintendent Name</u>	<u>Superintendent E-mail Address</u>	<u>Superintendent Phone Number</u>
Phil Wilson	phil.wilson@usd209.org	(620) 598-2205

Authorized Representative of the District Information

<u>Name</u>	<u>Position of Title</u>	<u>E-mail Address</u>	<u>Phone Number</u>
Phil Wilson	Superintendent	phil.wilson@usd209.org	(620) 598-2205
<u>Other District Representative 1 - Name</u>		<u>Other District Representative 1 - E-mail Address</u>	
Pam Hittle		phittle@pld.com	
<u>Other District Representative 2 - Name</u>		<u>Other District Representative 2 - E-mail Address</u>	
Valerie Thompson		vthompson@usd209.org	

Plan for Safe Return

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

http://usd209.weebly.com/uploads/8/8/1/0/8810212/plan_for_safe_return.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 have air purification systems in the elementary schools, the junior high school and high school. Custodians continue to sanitize our buildings on a regular basis. Staff is diligent to recognize COVID symptoms and will send students home that have COVID related symptoms until they have recovered. We continue to use additional supplies of sanitizer sprays and wipes. We also have extensive supplies of hand sanitizer that is used 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

In developing our ESSER III plan, we surveyed all of the students during our academic advising period 6th grade - 12th grade using a google form. The survey inquired about pandemic related questions. The students responded with their opinions of highest priority needs due to the covid pandemic:

- After school tutoring
- Summer learning
- Behavioral interventions and strategies for students

77 out of 80 students responded in the junior high and high school combined. This is a 96% response rate.

Families

We have surveyed our families to get a pulse on how they feel our ESSER funds can be distributed. They are most interested in seeing the following items implemented in our school:

- Additional personnel and staff support for academic intervention
- Additional instructional materials and resources (software, textbooks, curriculum)
- Providing additional technology for student use
- Providing timely communication among families and school

44 families responded. There are 59 families. The response rate was 75%.

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. We asked for collaboration and guidance from the Special Education Director at High Plains Educational Cooperative serving USD 209 through phone, email and in person meetings. 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 technology for students to use
- ? Additional instructional materials and resources (software, textbooks, curriculum, etc.)
- ? Implementation of online learning because of lack of teachers and support staff

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, community members, administration and state organizations. Our plans are reflective of those diverse conversations. Highlights of these collaborative conversations include the inclusion of the following items in our ESSER III plan:

- Curriculum subscriptions/materials to support gaps in learning
- Additional staff to facilitate online learning and recovery
- Technology upgrades for online learning
- Premium Pay
- High School Credit Recovery tuition

We do not currently have any teachers who belong to a teacher's union.

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:

- Additional staff support
- After school tutoring program
- Additional instructional materials and resources (software, textbooks, curriculum, etc)

Civil Rights Organization including Disability Rights Organizations

Kansas Action for Children located in Topeka supports a strong, equitable, and well-resourced public education system so that every Kansas child is prepared in school for success. Closing significant academic achievement gaps is vital to ensuring that the Kansas' future workforce can continue to compete on a global scale. KAC is interested in high quality staff, student nutrition, and technology to support more global learning opportunities for Kansas students. The following projects included on our ESSER III application would support their interest:

Premium Pay to retain highly qualified staff
Online high school electives through Edgenuity

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 in both English and Spanish reaching stakeholders in the community and school district. The migrant director Marivel Rojo distributed Spanish translated paper copies of the surveys to all of the Spanish speaking migrant families and ESL population in the district. The results were compiled. We also spoke to a foster family in the district that supported the below interventions. The homeless in our community have voiced that they would benefit from access to Wifi and technology. The technology would allow students more access to the online curriculum that will be implemented to lessen the learning gap due to the COVID- 19 pandemic. Families of students with disabilities were contacted face to face by building administrators. Conversations about various possibilities and needs of the district were discussed. The consensus has been that more instructional materials and resources, tutoring, and summer learning programs would be beneficial. We currently do not have incarcerated students in our district. Through those surveys and conversations, it was clear that the following supports were most needed.

- ? Additional technology for students to use
- ? Additional instructional materials and resources (software, textbooks, curriculum, etc.)
- ? Implementation of online learning because of lack of teachers and support staff
- ? Summer Learning Program
- ? Tutoring

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

The ESSER III survey was presented to the community through social media and the patrons who receive daily emails from the school. District administration and building administration collaborate on the best possible mode of communication about ESSER III funds to our community. The survey was determined to be the most reliable mode of communication. A google form was created by our KESA Team Chair along with the input from school administration. We received over 135 responses from our google form with input to the use of the ESSER funds.

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

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

USD 209 has approximately 130 students PreK - 12 enrolled in the district. These students left for Spring Break on March 9, 2020 and did not return to finish the 2019-2020 school year in person. While students had educational opportunities through remote learning, this did not meet the needs of the majority of the students. The 2020-2021 school year was challenging with students missing many days because of quarantines and sickness resulting in further learning loss. The 2021-2022 school year continued to be a challenge as we navigated through staff and student absenteeism and resorting to combining classes because of lack of staff and substitutes because of sickness. These challenges contributed to low attendance rate, chronic absenteeism, learning loss, and disengagement. Our Fall Fastbridge screening data revealed 39% of students on grade level or above and 61% showing risk (some risk and high risk combined). Looking at data closer indicates that our biggest gap in reading is in 2nd grade with only 4 out of 12, (33%) on grade level and 3rd grade with only 2 out of 6, (33%) students on track. Currently in our district we have 64% on free or reduced lunches and the district is serving 19 IEP's, which has increased significantly from previous 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)

Over 20% of our ESSER funds will address the academic impact of lost instructional time by utilizing curriculum materials aligned with College and Career Ready Standards. In person tutoring and high school credit recovery will be utilized by struggling students. Summer learning will also be addressed through K-12 for students who need extra support to recover learning loss and keep students progressing with their cohorts and graduate high school. The Moby Max software program and IXL software program will be used to identify learning loss and gaps during tutoring sessions and summer learning programs.

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

Retention of staff is an important goal as we continue to strengthen the academics, social and emotional well being of our students and support their families. Additional ESSER funds will support additional teacher duties brought on by the pandemic, such as extensive social emotional support to students due to various pandemic scenarios.

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

The impact of ESSER III funding will be monitored through an ongoing review of our 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. When possible, subgroups will be analyzed separately, ensuring the needs of all students are being met, including students from low-income families, children with disabilities, and students experiencing homelessness. Additionally, we should also see an improvement in individual course grades, decreased retention or retaking of courses, and increases in our graduation rate.

Allocations

	Direct Allocation	True Up Allocation	Total Allocation		20% Minimum
ESSER III Allocations	\$197,797	\$0	\$197,797	ESSER III Allocations	\$39,560
Approved Total	\$0	\$0	\$0	Approved Total	\$0
Amount Left	\$197,797	\$0	\$197,797	Amount Still Needed	\$39,560
In Review Total	\$197,797	\$0	\$197,797	In Review Total	\$63,837
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
209-3-0001	Direct	True	1000	610	12	\$33,000	Task Force Review
209-3-0002	Direct	True	1000	120	12	\$12,960	Task Force Review
209-3-0003	Direct	True	1000	220	12	\$1,010	Task Force Review
209-3-0004	Direct	True	1000	260	12	\$15	Task Force Review
209-3-0005	Direct	True	1000	610	12	\$1,120	Task Force Review
209-3-0006	Direct	True	1000	110	12	\$4,000	Task Force Review
209-3-0007	Direct	True	1000	220	12	\$310	Task Force Review
209-3-0008	Direct	True	1000	260	12	\$6	Task Force Review
209-3-0009	Direct	True	1000	610	12	\$5,400	Task Force Review
209-3-0010	Direct	True	1000	610	12	\$2,000	Task Force Review
209-3-0011	Direct	True	1000	610	12	\$1,380	Task Force Review
209-3-0012	Direct	True	1000	610	12	\$1,250	Task Force Review
209-3-0013	Direct	True	1000	610	12	\$1,386	Task Force Review
209-3-0014	Direct	False	1000	730	9	\$8,000	Task Force Review
209-3-0015	Direct	False	1000	736	9	\$1,400	Task Force Review
209-3-0016	Direct	False	1000	110	16	\$36,000	Task Force Review
209-3-0017	Direct	False	1000	220	16	\$2,760	Task Force Review
209-3-0018	Direct	False	1000	260	16	\$40	Task Force Review
209-3-0019	Direct	False	1000	110	16	\$36,000	Task Force Review
209-3-0020	Direct	False	1000	220	16	\$2,760	Task Force Review
209-3-0021	Direct	False	1000	260	16	\$40	Task Force Review
209-3-0022	Direct	False	1000	120	16	\$38,000	Task Force Review
209-3-0023	Direct	False	1000	220	16	\$2,920	Task Force Review
209-3-0024	Direct	False	1000	260	16	\$40	Task Force Review
209-3-0025	Direct	False	2590	599	3	\$6,000	Task Force Review

Line Item Details

Line Item ID: 209-3-0001

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

JH/HS Teaching Materials

Account Number

07-400-1000-610-00

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

Edgenuity-online courses for credit recovery and learning loss 12/13-- Edgenuity allows for students to have access to work on their online class whether in the classroom or at home. Edgenuity helps our ESL students with a translating option to be able to work more efficiently. USD 209 chose online classes to allow all students including students of low income, children with disabilities, English learners, and Migrant students, the opportunity to recover classes not offered at this time due to teacher shortage in our district. Edgenuity allows for USD 209 to be able to offer Kansas required classes such as fine arts that we no longer have staff to teach in person. Classes will be open to any students, but priority will be given to disproportionately impacted students exhibiting learning loss due to COVID-19.

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$11,000**Budgeted Expenditures in SFY 2024** \$22,000**Total Expenditures** \$33,000**Status**

Task Force Review

Line Item ID: 209-3-0002

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

JH/HS Paraprofessional Salary

Account Number

07-400-1000-120-00

Function Code

1000 - Instruction

Object Code

120 - Regular Non-Certified Salaries

Allowable Use

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

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

Monitor online classes--12/13 - Hiring a paraprofessional to help monitor the online Edgenuity classes. The paraprofessional will help with technology issues, general questions, time on task, and to help our Migrant, English learners, low-income and homeless students to stay focused to improve efforts on the learning loss due to Covid-19.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$4,320
Budgeted Expenditures in SFY 2024	\$8,640
Total Expenditures	<u>\$12,960</u>

Status

Task Force Review

Line Item ID: 209-3-0003

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

JH/HS Paraprofessional Social Security

Account Number

07-400-1000-220-00

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

Monitor online classes

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$340
Budgeted Expenditures in SFY 2024	\$670
Total Expenditures	<u>\$1,010</u>

Status

Task Force Review

Line Item ID: 209-3-0004

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

JH/HS Paraprofessional Unemp

Account Number

07-400-1000-260-00

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

Monitor online classes

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**

Task Force Review

Line Item ID: 209-3-0005

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

Teaching Materials

Account Number

07-000-1000-610-00

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

Fastbridge--Assessment to screen students, identify skill gaps, and offer proven recommendations for instruction and diagnostic interventions 12/13 - using this software to identify skill gaps and provide necessary interventions to decrease learning loss. Fastbridge is a diagnostic tool to identify areas of need in reading, math and social emotional learning.

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$560**Budgeted Expenditures in SFY 2024** \$560**Total Expenditures** \$1,120**Status**

Task Force Review

Line Item ID: 209-3-0006

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

JH/HS Teacher Salary

Account Number

07-400-1000-110-00

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

Credit Recovery-Summer School for HS students

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$2,000**Budgeted Expenditures in SFY 2024** \$2,000**Total Expenditures** \$4,000**Status**

Task Force Review

Line Item ID: 209-3-0007

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

JH/HS Teacher SS

Account Number

07-400-1000-220-00

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

Credit Recovery-Summer School for HS Students

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$155**Budgeted Expenditures in SFY 2024** \$155**Total Expenditures** \$310**Status**

Task Force Review

Line Item ID: 209-3-0008

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

JH/HS Teacher Unemp

Account Number

07-400-1000-260-00

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

Credit Recovery--Summer School for HS Students

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$3**Budgeted Expenditures in SFY 2024** \$3**Total Expenditures** \$6**Status**

Task Force Review

Line Item ID: 209-3-0009

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

JH/HS Teaching Materials

Account Number

07-400-1000-610-00

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

IXL--provides class and individual reports with item analysis, usage, and trouble spots that allow parents and teachers to get the specific information they need to differentiate instruction for their kids 12/13 To address learning loss through IXL in key academic areas such as math and reading

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$2,700**Budgeted Expenditures in SFY 2024** \$2,700**Total Expenditures** \$5,400**Status**

Task Force Review

Line Item ID: 209-3-0010

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

Elem Teaching Materials

Account Number

07-200-1000-610-00

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

MobyMax-a standards-aligned K-8 learning platform for math, literacy, science, and social studies equipped with adaptive tests, test-prep lessons, interactive whiteboard activities, and motivational tools. MobyMax also features specific state test-prep activities. 12/13 - This software will be used by our K-8th teachers to identify and address areas of learning loss.

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

Status

Task Force Review

Line Item ID: 209-3-0011

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

JH/HS Teaching Materials

Account Number

07-400-1000-610-00

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

Read Naturally-a supplemental reading program designed to improve reading fluency to be used with Tier 3 students 12/13 - to be used with Tier 3 intervention students for their learning loss in comprehension, literacy, fluency, and vocabulary

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$690
Budgeted Expenditures in SFY 2024	\$690
Total Expenditures	<u>\$1,380</u>

Status

Task Force Review

Line Item ID: 209-3-0012

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

Elem Teaching Materials

Account Number

07-200-1000-610-00

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

Generation Genius-an educational resource that brings school science standards to life through fun and educational videos paired with lesson plans, activities, quizzes, reading material and more - 12/13 It is going to be used to address the learning loss of K-8 students from the pandemic.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$625
Budgeted Expenditures in SFY 2024	\$625
Total Expenditures	<u>\$1,250</u>

Status

Task Force Review

Line Item ID: 209-3-0013

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

Elem Teaching Materials

Account Number

07-200-1000-610-00

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

Bright Solutions-a resource for literacy programs for Dyslexia and Attention Deficit Disorder - 12/13 program will be used with students to address specific learning loss for At-Risk populations.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$693
Budgeted Expenditures in SFY 2024	\$693
Total Expenditures	<u>\$1,386</u>

Status

Task Force Review

Line Item ID: 209-3-0014

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

Equipment

Account Number

07-000-1000-730-00

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

Additional Computers--for students to be able to be 1 to 1 - 12/13 For students to have computers capable to run the software programs to aid in their learning loss. We have Apple Laptops that are 2016 and older in portable carts. These computers are shared between multiple classrooms and are struggling to have the capacity to run new software. To address the learning loss, we are needing 40 laptops at \$200 each to remedy this issue.

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

Status

Task Force Review

Line Item ID: 209-3-0015

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

Elem Teaching Supplies

Account Number

07-200-1000-610-00

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

12/13 Install Gaggle software for new computers. Keeps the students safe from exposure to questionable materials and predators while addressing student learning loss in the Migrant, low-income, English learners, children with disabilities, homeless, and foster populations.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$700
Budgeted Expenditures in SFY 2024	\$700
Total Expenditures	<u>\$1,400</u>

Status

Task Force Review

Line Item ID: 209-3-0016

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

Elem Teacher Salary

Account Number

07-200-1000-110-00

Function Code

1000 - Instruction

Object Code

110 - Regular Certified Salaries

Allowable Use

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

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

Premium Pay of \$2000 stipend to keep highly qualified teachers

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$18,000**Budgeted Expenditures in SFY 2024** \$18,000**Total Expenditures** \$36,000**Status**

Task Force Review

Line Item ID: 209-3-0017

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

Elem Teacher SS

Account Number

07-200-1000-220-00

Function Code

1000 - Instruction

Object Code

220 - Social Security Contributions

Allowable Use

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

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

Premium Pay SS

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$1,380**Budgeted Expenditures in SFY 2024** \$1,380**Total Expenditures** \$2,760**Status**

Task Force Review

Line Item ID: 209-3-0018

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

Elem Teacher Unemp

Account Number

07-200-1000-260-00

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

Premium Pay Unemp

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$20**Budgeted Expenditures in SFY 2024** \$20**Total Expenditures** \$40**Status**

Task Force Review

Line Item ID: 209-3-0019

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

JH/HS Teacher Salary

Account Number

07-400-1000-110-00

Function Code

1000 - Instruction

Object Code

110 - Regular Certified Salaries

Allowable Use

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

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

Premium Pay of \$2000 stipend to keep highly qualified teachers

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$18,000**Budgeted Expenditures in SFY 2024** \$18,000**Total Expenditures** \$36,000**Status**

Task Force Review

Line Item ID: 209-3-0020

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

JH/HS Teacher SS

Account Number

07-400-1000-220-00

Function Code

1000 - Instruction

Object Code

220 - Social Security Contributions

Allowable Use

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

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

Premium Pay SS

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$1,380**Budgeted Expenditures in SFY 2024** \$1,380**Total Expenditures** \$2,760**Status**

Task Force Review

Line Item ID: 209-3-0021

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

JH/HS Teacher Unemp

Account Number

07-400-1000-260-00

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

Premium Pay Unemp

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$20**Budgeted Expenditures in SFY 2024** \$20**Total Expenditures** \$40**Status**

Task Force Review

Line Item ID: 209-3-0022

Allocation Type

Direct Allocation

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

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

Account Name

Classified Staff Salary

Account Number

07-000-1000-120-00

Function Code

1000 - Instruction

Object Code

120 - Regular Non-Certified Salaries

Allowable Use

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

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

Premium Pay of \$1000 to keep highly qualified staff

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$19,000**Budgeted Expenditures in SFY 2024** \$19,000**Total Expenditures** \$38,000**Status**

Task Force Review

Line Item ID: 209-3-0023

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

Classified Staff SS

Account Number

07-000-1000-220-00

Function Code

1000 - Instruction

Object Code

220 - Social Security Contributions

Allowable Use

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

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

Premium Pay SS

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$1,460**Budgeted Expenditures in SFY 2024** \$1,460**Total Expenditures** \$2,920**Status**

Task Force Review

Line Item ID: 209-3-0024

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

Classified Staff Unemp

Account Number

07-000-1000-260-00

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

Premium Pay Unemp

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$20**Budgeted Expenditures in SFY 2024** \$20**Total Expenditures** \$40**Status**

Task Force Review

Line Item ID: 209-3-0025

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

Public Information Services

Account Number

07-000-2590-599-00

Function Code

2590 - Central Services

Object Code

599 - Other Purchased Services

Allowable Use

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

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

Update Website for better communication with students, parents and community. 12/13 To have a user friendly and easier to navigate website for school and community communication in case of stay at home mandate.

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$4,000**Budgeted Expenditures in SFY 2024** \$2,000**Total Expenditures** \$6,000**Status**

Task Force Review

ESSER III APPLICATION FOR D0218

Status

Task Force Review

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	\$0	\$0	\$0	Approved Total	\$0
Amount Left	\$512,675	\$0	\$512,675	Amount Still Needed	\$102,535
In Review Total	\$500,675	\$0	\$500,675	In Review Total	\$133,866
Amount Left	\$12,000	\$0	\$12,000	Amount Still Needed	\$0

Line Items

ID	Allocation Type	Learning Loss	Function Code	Object Code	Allowable Use	Total Expenditures	Status
218-3-0001	Direct	True	1000	110	12	\$25,000	Task Force Review
218-3-0002	Direct	True	2000	300	12	\$20,726	Task Force Review
218-3-0003	Direct	True	2000	946	12	\$13,140	Task Force Review
218-3-0004	Direct	True	2000	735	9	\$35,000	Task Force Review
218-3-0005	Direct	False	2000	735	12	\$27,000	Task Force Review
218-3-0007	Direct	True	1000	120	4	\$40,000	Task Force Review
218-3-0008	Direct	False	2139	610	14	\$100,000	Task Force Review
218-3-0009	Direct	False	1000	100	1A	\$100,000	Task Force Review
218-3-0010	Direct	False	2212	110	12	\$116,665	Task Force Review
218-3-0011	Direct	False	2210	734	12	\$23,144	Task Force Review

Line Item Details

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.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$6,500
Budgeted Expenditures in SFY 2024	\$18,500
Total Expenditures	\$25,000

Status

Task Force Review

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 Code300 - PURCHASED PROFESSIONAL
AND TECHNICAL SERVICES**Allowable Use**12 - Addressing learning loss among
students, including vulnerable
populations.**Please describe the expenditures within the account and how they will address a COVID-19 need**

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.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$3,726
Budgeted Expenditures in SFY 2024	\$17,000
Total Expenditures	<u>\$20,726</u>

Status

Task Force Review

Allocation Type

Direct Allocation

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

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

Account Name

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.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$3,140
Budgeted Expenditures in SFY 2024	\$10,000
Total Expenditures	\$13,140

Status

Task Force Review

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.

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

Status

Task Force Review

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.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$8,500
Budgeted Expenditures in SFY 2024	\$18,500
Total Expenditures	\$27,000

Status

Task Force Review

Line Item ID: 218-3-0007

Allocation Type

Direct Allocation

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

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

Account Name

Instruction

Account Number

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.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$13,000
Budgeted Expenditures in SFY 2024	\$27,000
Total Expenditures	<u>\$40,000</u>

Status

Task Force Review

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.

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

Status

Task Force Review

Line Item Comment from KSDE

This line item cannot be deemed eligible until the Capital Improvement Prior Approval Request has been submitted and approved.
https://www.ksde.org/Portals/0/ECSETS/Announcements/ESSER_Capital_Improvement_and_Construction_Request_Form.docx

Line Item ID: 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.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$23,152
Budgeted Expenditures in SFY 2024	\$76,848
Total Expenditures	<u>\$100,000</u>

Status

Task Force Review

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 Code2212 - Instruction and Curriculum
Development Services**Object Code**

110 - Regular Certified Salaries

Allowable Use12 - Addressing learning loss among
students, including vulnerable
populations.**Please describe the expenditures within the account and how they will address a COVID-19 need**

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.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$38,889
Budgeted Expenditures in SFY 2024	\$77,776
Total Expenditures	<u>\$116,665</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

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.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$0
Budgeted Expenditures in SFY 2024	\$23,144
Total Expenditures	<u>\$23,144</u>

Status

Task Force Review

ESSER III APPLICATION FOR D0224

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>
Clifton-Clyde	616 North High, Suite 2, Clyde, KS 669389637	616 North High, Suite 2, Clyde, KS 669389637
<u>Superintendent Name</u>	<u>Superintendent E-mail Address</u>	<u>Superintendent Phone Number</u>
Art Baker	abaker@usd224.com	(785) 446-2098

Authorized Representative of the District Information

<u>Name</u>	<u>Position of Title</u>	<u>E-mail Address</u>	<u>Phone Number</u>
Art Baker	Superintendent	abaker@usd224.com	(785) 446-2098

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/x0ll>

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 224 has continued to provide masks to all visitors as masks are recommended when on USD 224 property. USD 224 has continued to provide hand soap and hand sanitizer with at least 60% alcohol, paper towels, and no-touch trash cans in all bathrooms, classrooms, and frequently-trafficked areas. We are continually conducting cleaning/disinfecting of hallways and high-touch surfaces throughout the school day. Our water fountains have remained turn off and we have continued to upgrade our fountains to include bottle fillers (or bottle fillers only).

USD 224 has ordered and are awaiting installation of Halo brand vape detection systems for our restrooms and locker rooms at Clifton-Clyde High School. Utilizing these systems we hope to cut down on the amount of respiratory viruses caused by immune system suppression brought on by chemical-laden nicotine aerosols. A reduction in respiratory viruses means more students attending in-person learning.

USD 224 has utilized substitute teachers to cover staff illness to restrict the spread. Utilizing dollars for technology we are able to continue in-person learning by having ill students remain out of class to limit spread. USD 224 continues to work with all health local health entities to provide appropriate opportunities for students and staff to receive optional COVID vaccines.

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 were able to engage in meaningful discussion with our students in a variety of different ways. We collected data through student surveys to determine what they see are needs in these particular areas. Additionally, building administrators met with student representatives and discussed the different options available to keep students in school. This is one of the places we heard the most about the positive impact that installing the Halo vape detection systems would make. We have collaborated with anywhere from 12-15 students that are leaders in their various student clubs/groups. They come together for our student council leadership group to give thoughts on various items; including ESSER funding. Additionally, the survey sent to students will be completed by 11 different students. Their top 3 choices for the funding were: additional personnel support for academic intervention, additional behavioral support and interventions, and additional instructional materials and resources (software, textbooks, curriculum, etc.).

Families

Families were reached through a variety of differing media and interactions to consult with in the development of the ESSER III plan. SITE Council has been used to guide many of the school plans we've developed since the beginning of Covid and bringing kids into school. Our SITE Council includes parents from all buildings within our school district; therefore, bringing a variety of ideas and different angles. We have met and discussed the different options available to use the ESSER funds for. Additionally, we collected parent survey data to help determine the ESSER III plan. We had 21 different families complete the survey. The data from them focused on continual emphasis of small groups and additional assistance for students that are behind in certain areas.

School and District Administrators including Special Education Administration

As a small district there are only two school administrators. For our special education cooperative we only have one administrator that oversees the whole cooperative. However, all three of these people have been instrumental in overseeing and collaborating through the development of this ESSER plan. This has been accomplished through in-person collaborative discussions, mainly. All three administrators have teamed up to make sure that all students have been thought about throughout the process.

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

Much like all other groups teachers have been involved in meaningful discussions about the plan since day one. Teacher groups have been collaborated with during in-service and staff meeting times. Teachers and classified staff were also surveyed during the survey phase of the plan development. School leaders, including principals, were collaborated with monthly during their District Leadership Team meetings. These same people were also included in the surveys that were conducted. Additionally, school leaders collaborated with their peers to provide greater feedback during District Leadership Team meetings when discussing the ESSER III plan. Clifton-Clyde Teacher's Association leadership is involved in all of our discussions at the teacher level. Also, many of their leaders, including their president, completed our survey that was considered when making the ESSER plan. They, like many other groups, want additional personnel support for academic intervention, additional behavioral support and interventions, and additional instructional materials and resources (software, textbooks, curriculum, etc.).

Tribes

There are no tribal lands near our district. The closest tribal lands are right at 100 miles from us. In a review of our student information system, we identified 1 student who reported as Native American heritage. During a meeting with this student the student was given the Authorized Uses For ESSER Funds guidelines. He thought we needed to support teachers financially outside of contract time to better support the students and their continued growth. This student was also given the option to complete the survey given to all other students and the student refused.

Civil Rights Organization including Disability Rights Organizations

We have no real active civil rights organizations in our area. So, to combat that, I contacted Kansas Action for Children (KAC). They were helpful with their response and they supported a lot of the initiatives that others have included, as well as initiatives we've already begun. The representative from KAC commented, "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.

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

USD 224 has incorporated these people into our collaborative groups to gain their feedback in many different areas of our plan. Again, when staff meets to discuss the needs that can be addressed utilizing our ESSER plans we have representatives on our staff that speak to the needs of children with disabilities, children experiencing homelessness, children in foster care, and other underserved students. Additionally, our District Leadership Team includes our homeless coordinator, a special education teacher, the district family support worker, and our school counselor. These peoples' input was invaluable when it came to the development of the plan. Additionally, these people were also given a chance to respond to their survey that was sent out during that phase of the plan development. On the survey we heard from 3 parents that have students with disabilities. Their main thing noted was their need for additional personnel support for academic intervention. We had one ELL family at the time of the survey, and they did not choose to respond to the survey. At the time of the survey we had 0 students that qualified as homeless, foster, migratory, or with an incarcerated parent.

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

USD 224 sent out a survey to the general public to gain input on ESSER 3 plan. This was well received. Additionally, on our SITE Council (9 community members) we have general public representatives on there to help us collaborate what's best for the community. These were two direct ways. Lastly, due to the size of our community, all classified staff members, certified staff, administrators, and pretty much every group on here is intermingled with public patrons daily. We all have these conversations with the public and then bring those thoughts and feelings back into our collaborative discussions. We had 53 people return our survey with 41 of them living in our boundaries. Many of the responders also serve other roles besides "public". These roles include teacher and student also. They reiterated the fact that they wanted additional personnel support for academic intervention, additional behavioral support and interventions, and additional instructional materials and resources (software, textbooks, curriculum, etc.).

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

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

Covid really hurt our enrollment. The fall of 2020 saw a decrease in enrollment of just over 10% from the fall of 2019 (from 337 down to 301). This low number has continued as the fall 2022 enrollment was just over 300 again. Obviously, this has negatively impacted us in the long term with the decrease in funding due to enrollment.

Additionally, we have data that shows learning loss due to time out of school. We had a decrease in state assessments from Spring 2019 to Spring 2021 in the following areas: middle school math, high school math, and high school English language arts. Lastly, our ACT data from the graduating class of 2020 to the graduating class of 2021 was decreased as well.

We also saw an increase in emotional self-awareness and decision making skills in our students' social emotional self-rating scales. Furthermore, the ratings also stated that our students' relationship skills were lower than the national average.

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 224 has set aside the required 20% of ESSER III funds to be used for the following programs/activities: Accelerated Reader(Renaissance Learning)*, SEL Curriculum (Second Step)*, ACT Testing and Prep, Career Cruising/Xello*, Dibels*, Dream Box*, Fast Bridge, Parents as Teacher Assessments, MAP Testing*, Summer School Payroll and Liabilities for Teachers and Bus Driver, and After School Tutoring Payroll and Liabilities. All starred programs/activities include evidence based interventions that meet one of the 4 tiers of evidence as defined in Section 8101(21) of ESEA. Many of the other programs are evidence based assessments that then point us to the correct interventions in the other programs.

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

An additional elementary teacher was hired during COVID so her payroll and benefits will be covered with ESSER III funds. We will offer a one-time premium pay to our current employees for additional work that has been taken on due to COVID. The board also approved the purchase and installation of HALO IoT Smart Sensor 2C and cameras for security purposes for the high school from INA alert.

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 stated above we will utilize many programs to make sure we are able to identify our students' needs. Some of the programs used to identify student inefficiencies are: Accelerated Reader(Renaissance Learning), SEL Curriculum (Second Step), ACT Testing and Prep, Dibels, Dream Box, Fast Bridge, and MAP Testing. These programs, and others, will be used continually to make sure the students are appropriately responding to the interventions that we are implementing. With the size of our school we are able to pick out and specially watch for traditionally struggling subgroups (low-income families, children with disabilities, etc).

Allocations

	Direct Allocation	True Up Allocation	Total Allocation
ESSER III Allocations	\$405,474	\$0	\$405,474
Approved Total	\$0	\$0	\$0
Amount Left	\$405,474	\$0	\$405,474
In Review Total	\$405,474	\$0	\$405,474
Amount Left	\$0	\$0	\$0

	20% Minimum
ESSER III Allocations	\$81,095
Approved Total	\$0
Amount Still Needed	\$81,095
In Review Total	\$84,124
Amount Still Needed	\$0

Line Items

ID	Allocation Type	Learning Loss	Function Code	Object Code	Allowable Use	Total Expenditures	Status
224-3-0001	Direct	False	1000	110	12	\$45,600	Task Force Review
224-3-0002	Direct	True	1000	110	11A	\$13,630	Task Force Review
224-3-0003	Direct	True	1000	220	11A	\$1,100	Task Force Review
224-3-0004	Direct	True	1000	260	11A	\$16	Task Force Review
224-3-0005	Direct	True	1000	599	12	\$16,809	Task Force Review
224-3-0006	Direct	False	2130	323	4	\$13,250	Task Force Review
224-3-0007	Direct	True	1000	120	12	\$47,500	Task Force Review
224-3-0008	Direct	False	1000	650	9	\$77,740	Task Force Review
224-3-0009	Direct	True	2710	120	11A	\$1,084	Task Force Review
224-3-0010	Direct	True	2710	220	11A	\$85	Task Force Review
224-3-0011	Direct	False	1000	644	12	\$19,597	Task Force Review
224-3-0012	Direct	False	1000	120	1A	\$5,655	Task Force Review
224-3-0013	Direct	False	1000	210	12	\$8,301	Task Force Review
224-3-0014	Direct	False	1000	220	12	\$7,615	Task Force Review
224-3-0015	Direct	False	1000	260	12	\$95	Task Force Review
224-3-0016	Direct	False	2122	120	1A	\$1,450	Task Force Review
224-3-0017	Direct	False	2122	220	1A	\$111	Task Force Review
224-3-0018	Direct	False	2122	260	1A	\$1	Task Force Review
224-3-0019	Direct	False	2130	120	1A	\$1,450	Task Force Review
224-3-0020	Direct	False	2130	220	1A	\$111	Task Force Review
224-3-0021	Direct	False	2130	260	1A	\$1	Task Force Review
224-3-0022	Direct	False	2222	120	1A	\$4,350	Task Force Review
224-3-0023	Direct	False	2222	220	1A	\$333	Task Force Review
224-3-0024	Direct	False	2222	260	1A	\$4	Task Force Review
224-3-0025	Direct	False	2222	290	1A	\$190	Task Force Review
224-3-0026	Direct	False	2300	110	1A	\$1,450	Task Force Review
224-3-0027	Direct	False	2300	220	1A	\$111	Task Force Review
224-3-0028	Direct	False	2300	260	1A	\$1	Task Force Review
224-3-0029	Direct	False	2400	110	1A	\$1,450	Task Force Review
224-3-0030	Direct	False	2400	220	1A	\$111	Task Force Review

224-3-0031	Direct	False	2400	260	1A	\$1	Task Force Review
224-3-0032	Direct	False	2410	120	1A	\$4,350	Task Force Review
224-3-0033	Direct	False	2410	220	1A	\$333	Task Force Review
224-3-0034	Direct	False	2410	260	1A	\$4	Task Force Review
224-3-0035	Direct	False	2500	120	1A	\$3,915	Task Force Review
224-3-0036	Direct	False	2500	220	1A	\$300	Task Force Review
224-3-0037	Direct	False	2500	260	1A	\$4	Task Force Review
224-3-0038	Direct	False	2600	120	1A	\$5,800	Task Force Review
224-3-0039	Direct	False	2600	220	1A	\$444	Task Force Review
224-3-0040	Direct	False	2600	260	1A	\$5	Task Force Review
224-3-0041	Direct	False	2710	120	1A	\$12,180	Task Force Review
224-3-0042	Direct	False	2710	220	1A	\$932	Task Force Review
224-3-0043	Direct	False	2710	260	1A	\$12	Task Force Review
224-3-0044	Direct	False	2700	290	1A	\$190	Task Force Review
224-3-0045	Direct	False	3100	120	1A	\$1,450	Task Force Review
224-3-0046	Direct	False	3100	220	1A	\$111	Task Force Review
224-3-0047	Direct	False	3100	260	1A	\$1	Task Force Review
224-3-0048	Direct	False	1000	110	1A	\$48,900	Task Force Review
224-3-0049	Direct	True	1000	220	12	\$3,200	Task Force Review
224-3-0050	Direct	True	1000	260	12	\$700	Task Force Review
224-3-0051	Direct	False	1000	599	12	\$34,241	Task Force Review
224-3-0052	Direct	False	1000	650	1A	\$19,200	Task Force Review

Line Item Details

Line Item ID: 224-3-0001

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

63-231-1000-110-00

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

One additional elementary teacher was hired during COVID to allow for a smaller classroom of students and to be able to spread students apart and to also assist with more one on one instruction - Salary for FY 2023

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

Budgeted Expenditures in SFY 2023	\$45,600
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Budgeted Expenditures in SFY 2024	\$0
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Total Expenditures	<u>\$45,600</u>
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Status

Task Force Review

Line Item ID: 224-3-0002

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 Salaries

Account Number

63-231-1000-110-00

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

2 Summer School Teacher Salaries paid for 17 days in FY22 and FY23. After School Tutoring- 4 teachers paid at \$15/hour for 68 hours in FY22 and estimating the same in FY23.

Budgeted Expenditures in SFY 2021	\$0
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Budgeted Expenditures in SFY 2022	\$6,630
--	---------

Budgeted Expenditures in SFY 2023	\$7,000
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Budgeted Expenditures in SFY 2024	\$0
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Total Expenditures	<u>\$13,630</u>
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Status

Task Force Review

Line Item ID: 224-3-0003

Allocation Type

Direct Allocation

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

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

Account Name

Social Security

Account Number

63-231-1000-220-00

Function Code

1000 - Instruction

Object Code

220 - Social Security Contributions

Allowable Use

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

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

Payroll Liabilities for Summer School and After School Tutoring

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$500**Budgeted Expenditures in SFY 2023** \$600**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$1,100**Status**

Task Force Review

Line Item ID: 224-3-0004

Allocation Type

Direct Allocation

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

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

Account Name

Unemployment

Account Number

63-231-1000-250-00

Function Code

1000 - Instruction

Object Code

260 - Unemployment Compensation

Allowable Use

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

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

Unemployment Benefits for Summer School and After School Tutoring

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$6**Budgeted Expenditures in SFY 2023** \$10**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$16**Status**

Task Force Review

Line Item ID: 224-3-0005

Allocation Type

Direct Allocation

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

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

Account Name

Other Purchased Services

Account Number

63-231-1000-594-00

Function Code

1000 - Instruction

Object Code

599 - Other Purchased Services

Allowable Use

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

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

Career Cruising/Xello, Dibels, Fast Bridge, MAP Testing, Edgenuity(Credit Recovery courses for students falling behind)

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$8,935**Budgeted Expenditures in SFY 2023** \$7,874**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$16,809**Status**

Task Force Review

Line Item ID: 224-3-0006

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

Other Health Services

Account Number

63-231-2130-336-00

Function Code

2130 - Health Services

Object Code

323 - Student Services

Allowable Use

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

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

Parents as Teachers Services allocation paid to our special education cooperative to assist with their educator making visits with some of our families with children ages 0-5 to help them to develop and be school ready due to the loss of daycare/preschool time during COVID.

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$6,250**Budgeted Expenditures in SFY 2023** \$7,000**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$13,250**Status**

Task Force Review

Line Item ID: 224-3-0007

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

Account Number

63-231-1000-120-00

Function Code

1000 - Instruction

Object Code

120 - Regular Non-Certified Salaries

Allowable Use

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

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

Salaries for 3 classroom aides to assist with learning loss among students

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$47,500**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$47,500**Status**

Task Force Review

Line Item ID: 224-3-0008

Allocation Type

Direct Allocation

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

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

Account Name

Technology Supplies

Account Number

63-231-1000-650-00

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

150 Chromebooks to replace student chromebooks that are used daily for lessons while students are in or out of school/10 Laptop Replacements for staff to be able to zoom in with students that are at home and not in attendance.

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$77,740**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$77,740**Status**

Task Force Review

Line Item ID: 224-3-0009

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

Bus Driver Wages

Account Number

63-231-2710-120-00

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

Summer School Transportation Wages

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$534**Budgeted Expenditures in SFY 2023** \$550**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$1,084**Status**

Task Force Review

Line Item ID: 224-3-0010

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

Social Security

Account Number

63-231-2710-220-00

Function Code

2710 - Vehicle Operation

Object Code

220 - Social Security Contributions

Allowable Use

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

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

Social Security

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$40**Budgeted Expenditures in SFY 2023** \$45**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$85**Status**

Task Force Review

Line Item ID: 224-3-0011

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

Account Number

63-231-1000-644-00

Function Code

1000 - Instruction

Object Code

644 - Textbooks

Allowable Use

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

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

We will be updating our K-12 ELA Curriculum from McGraw Hill - Wonders Reading which is an approved curriculum listed in the KSDE Evidence Based Best Practices and Programs . The ELA staff worked together and completed a rubric in determining which new curriculum would meet the needs of the district. Students fell behind during the pandemic and we have implemented intense tier intervention groups. The new ELA materials will assist with the lessons needed to assist during the tier time with high frequency word cards and is built upon the research based curriculum. We will also have progress monitoring assessments. Included in our quote, the text is printed and online so kids at home could access it with internet and it comes with workbooks/practice books that could be sent home for use during a quarantine or future pandemic.

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$19,597**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$19,597**Status**

Task Force Review

Line Item ID: 224-3-0012

Allocation Type

Direct Allocation

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

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

Account Name

Salaries

Account Number

63-231-1000-120-00

Function Code

1000 - Instruction

Object Code

120 - Regular Non-Certified Salaries

Allowable Use

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

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

One time premium pay to our current employees for additional work that has been taken on due to COVID - 3 employees @ \$1,450, 1 @ \$435, and 1 @ \$870. (Prorated with other duties within the district) payable on 9/20/22

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$5,655**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$5,655**Status**

Task Force Review

Line Item ID: 224-3-0013

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

Health Insurance

Account Number

63-231-1000-210-00

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 Benefits for additional teacher that was hired during COVID

Budgeted Expenditures in SFY 2021 \$0

Budgeted Expenditures in SFY 2022 \$0

Budgeted Expenditures in SFY 2023 \$8,301

Budgeted Expenditures in SFY 2024 \$0

Total Expenditures \$8,301

Status

Task Force Review

Line Item ID: 224-3-0014

Allocation Type

Direct Allocation

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

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

Account Name

Social Security

Account Number

63-231-1000-220-00

Function Code

1000 - Instruction

Object Code

220 - Social Security Contributions

Allowable Use

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

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

Payroll Liabilities for Premium Pay and Additional Employee

Budgeted Expenditures in SFY 2021 \$0

Budgeted Expenditures in SFY 2022 \$0

Budgeted Expenditures in SFY 2023 \$7,615

Budgeted Expenditures in SFY 2024 \$0

Total Expenditures \$7,615

Status

Task Force Review

Line Item ID: 224-3-0015

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

Unemployment

Account Number

63-231-1000-250-00

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 Benefits for Premium Pay and Additional Employee hired

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$95**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$95**Status**

Task Force Review

Line Item ID: 224-3-0016

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

Salaries

Account Number

63-231-2122-120-00

Function Code

2122 - Counseling Services

Object Code

120 - Regular Non-Certified Salaries

Allowable Use

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

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

One time premium pay to our current employees for additional work that has been taken on due to COVID - 1 employee @ \$1,450 payable on 9/20/22

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$1,450**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$1,450**Status**

Task Force Review

Line Item ID: 224-3-0017

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

Social Security

Account Number

63-231-2122-220-00

Function Code

2122 - Counseling Services

Object Code

220 - Social Security Contributions

Allowable Use

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

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

Payroll Liabilities for Premium Pay

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$111**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$111**Status**

Task Force Review

Line Item ID: 224-3-0018

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

Unemployment

Account Number

63-231-2122-250-00

Function Code

2122 - Counseling Services

Object Code

260 - Unemployment Compensation

Allowable Use

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

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

Unemployment Benefits for Premium Pay

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$1**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$1**Status**

Task Force Review

Line Item ID: 224-3-0019

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

Salaries

Account Number

63-231-2130-120-00

Function Code

2130 - Health Services

Object Code

120 - Regular Non-Certified Salaries

Allowable Use

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

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

One time premium pay to our current employees for additional work that has been taken on due to COVID - 1 employee @ \$1,450 payable on 9/20/22

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

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

Budgeted Expenditures in SFY 2023	\$1,450
--	---------

Budgeted Expenditures in SFY 2024	\$0
--	-----

Total Expenditures	<u>\$1,450</u>
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Status

Task Force Review

Line Item ID: 224-3-0020

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 Security

Account Number

63-231-2130-220-00

Function Code

2130 - Health Services

Object Code

220 - Social Security Contributions

Allowable Use

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

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

Payroll Liabilities for Premium Pay

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

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

Budgeted Expenditures in SFY 2023	\$111
--	-------

Budgeted Expenditures in SFY 2024	\$0
--	-----

Total Expenditures	<u>\$111</u>
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Status

Task Force Review

Line Item ID: 224-3-0021

Allocation Type

Direct Allocation

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

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

Account Name

Unemployment

Account Number

63-231-2130-250-00

Function Code

2130 - Health Services

Object Code

260 - Unemployment Compensation

Allowable Use

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

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

Unemployment Benefits for Premium Pay

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$1**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$1**Status**

Task Force Review

Line Item ID: 224-3-0022

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

Salaries

Account Number

63-231-2222-120-00

Function Code

2222 - School Library Services

Object Code

120 - Regular Non-Certified Salaries

Allowable Use

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

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

One time premium pay to our current employees for additional work that has been taken on due to COVID - 3 employees @ \$1,450 payable on 9/20/22

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$4,350**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$4,350**Status**

Task Force Review

Line Item ID: 224-3-0023

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

Social Security

Account Number

63-231-2222-220-00

Function Code

2222 - School Library Services

Object Code

220 - Social Security Contributions

Allowable Use

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

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

Payroll Liabilities for Premium Pay

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$333**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$333**Status**

Task Force Review

Line Item ID: 224-3-0024

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

Unemployment

Account Number

63-231-2222-250-00

Function Code

2222 - School Library Services

Object Code

260 - Unemployment Compensation

Allowable Use

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

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

Unemployment Benefits for Premium Pay

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: 224-3-0025

Allocation Type

Direct Allocation

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

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

Account Name

Other Employee Benefits

Account Number

63-231-2222-290-00

Function Code

2222 - School Library Services

Object Code

290 - Other Employee Benefits

Allowable Use

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

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

KPERs Retiree Benefits for Premium Pay

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$190**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$190**Status**

Task Force Review

Line Item ID: 224-3-0026

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

Salaries

Account Number

63-231-2300-110-00

Function Code

2300 - Support Services (General Administration)

Object Code

110 - Regular Certified Salaries

Allowable Use

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

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

One time premium pay to our current employees for additional work that has been taken on due to COVID - 1 employee @ \$1,450 payable on 9/20/22

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$1,450**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$1,450**Status**

Task Force Review

Line Item ID: 224-3-0027

Allocation Type

Direct Allocation

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

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

Account Name

Social Security

Account Number

63-231-2300-220-00

Function Code

2300 - Support Services (General Administration)

Object Code

220 - Social Security Contributions

Allowable Use

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

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

Payroll Liabilities for Premium Pay

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$111**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$111**Status**

Task Force Review

Line Item ID: 224-3-0028

Allocation Type

Direct Allocation

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

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

Account Name

Unemployment Benefits

Account Number

63-231-2300-250-00

Function Code

2300 - Support Services (General Administration)

Object Code

260 - Unemployment Compensation

Allowable Use

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

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

Unemployment Benefits for Premium Pay

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$1**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$1**Status**

Task Force Review

Line Item ID: 224-3-0029

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

Salaries

Account Number

63-231-2400-110-00

Function Code

2400 - Support Services (School Administration)

Object Code

110 - Regular Certified Salaries

Allowable Use

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

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

One time premium pay to our current employees for additional work that has been taken on due to COVID - 1 staff member @ \$1,450 payable on 9/20/22

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

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

Budgeted Expenditures in SFY 2023	\$1,450
--	---------

Budgeted Expenditures in SFY 2024	\$0
--	-----

Total Expenditures	<u>\$1,450</u>
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Status

Task Force Review

Line Item ID: 224-3-0030

Allocation Type

Direct Allocation

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

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

Account Name

Social Security

Account Number

63-231-2400-220-00

Function Code

2400 - Support Services (School Administration)

Object Code

220 - Social Security Contributions

Allowable Use

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

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

Payroll Liabilities for Premium pay

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

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

Budgeted Expenditures in SFY 2023	\$111
--	-------

Budgeted Expenditures in SFY 2024	\$0
--	-----

Total Expenditures	<u>\$111</u>
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Status

Task Force Review

Line Item ID: 224-3-0031

Allocation Type

Direct Allocation

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

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

Account Name

Unemployment Benefits

Account Number

63-231-2400-250-00

Function Code

2400 - Support Services (School Administration)

Object Code

260 - Unemployment Compensation

Allowable Use

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

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

Unemployment Benefits for Premium Pay

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

Status

Task Force Review

Line Item ID: 224-3-0032

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

Salaries

Account Number

63-231-2410-120-00

Function Code

2410 - Office of the Principal Services

Object Code

120 - Regular Non-Certified Salaries

Allowable Use

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

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

One time premium pay to our current employees for additional work that has been taken on due to COVID - 3 employees @ \$1,450 payable on 9/20/22

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$4,350
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$4,350</u>

Status

Task Force Review

Line Item ID: 224-3-0033

Allocation Type

Direct Allocation

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

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

Account Name

Social Security

Account Number

63-231-2410-220-00

Function Code

2410 - Office of the Principal Services

Object Code

220 - Social Security Contributions

Allowable Use

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

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

Payroll Liabilities for Premium Pay

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$333**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$333**Status**

Task Force Review

Line Item ID: 224-3-0034

Allocation Type

Direct Allocation

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

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

Account Name

Unemployment

Account Number

63-231-2410-250-00

Function Code

2410 - Office of the Principal Services

Object Code

260 - Unemployment Compensation

Allowable Use

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

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

Unemployment Benefits for Premium Pay

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: 224-3-0035

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

Salaries

Account Number

63-231-2500-120-00

Function Code

2500 - Central Services

Object Code

120 - Regular Non-Certified Salaries

Allowable Use

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

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

One time premium pay to our current employees for additional work that has been taken on due to COVID - 2 employees @ \$1,450 and 1 @ \$1,015 payable on 9/20/22

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

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

Budgeted Expenditures in SFY 2023	\$3,915
--	---------

Budgeted Expenditures in SFY 2024	\$0
--	-----

Total Expenditures	\$3,915
---------------------------	---------

Status

Task Force Review

Line Item ID: 224-3-0036

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

Social Security

Account Number

63-231-2500-220-00

Function Code

2500 - Central Services

Object Code

220 - Social Security Contributions

Allowable Use

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

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

Payroll Liabilities for Premium Pay

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
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Status

Task Force Review

Line Item ID: 224-3-0037

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

Unemployment

Account Number

63-231-2500-250-00

Function Code

2500 - Central Services

Object Code

260 - Unemployment Compensation

Allowable Use

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

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

Unemployment Benefits for Premium Pay

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: 224-3-0038

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

Salaries

Account Number

63-231-2600-120-00

Function Code

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

Object Code

120 - Regular Non-Certified Salaries

Allowable Use

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

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

One time premium pay to our current employees for additional work that has been taken on due to COVID. 4 employees @ \$1,450 payable on 9/20/22

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$5,800**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$5,800**Status**

Task Force Review

Line Item ID: 224-3-0039

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

Social Security

Account Number

63-231-2600-220-00

Function Code

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

Object Code

220 - Social Security Contributions

Allowable Use

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

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

Payroll Liabilities for Premium Pay

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$444**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$444**Status**

Task Force Review

Line Item ID: 224-3-0040

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

Unemployment

Account Number

63-231-2600-250-00

Function Code

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

Object Code

260 - Unemployment Compensation

Allowable Use

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

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

Unemployment Benefits for Premium Pay

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: 224-3-0041

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

Salaries

Account Number

63-231-2710-120-00

Function Code

2710 - Vehicle Operation

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

One time premium pay to our current employees for additional work that has been taken on due to COVID - 8 employees @ \$1,450 and 1 employee @ \$580 payable on 9/20/22

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

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

Budgeted Expenditures in SFY 2023	\$12,180
--	----------

Budgeted Expenditures in SFY 2024	\$0
--	-----

Total Expenditures	\$12,180
---------------------------	----------

Status

Task Force Review

Line Item ID: 224-3-0042

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

Social Security

Account Number

63-231-2710-220-00

Function Code

2710 - Vehicle Operation

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

Payroll Liabilities for Premium Pay

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

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

Budgeted Expenditures in SFY 2023	\$932
--	-------

Budgeted Expenditures in SFY 2024	\$0
--	-----

Total Expenditures	\$932
---------------------------	-------

Status

Task Force Review

Line Item ID: 224-3-0043

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

Unemployment

Account Number

63-231-2710-250-00

Function Code

2710 - Vehicle Operation

Object Code

260 - Unemployment Compensation

Allowable Use

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

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

Unemployment Benefits for Premium Pay

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

Task Force Review

Line Item ID: 224-3-0044

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

Other Employee Benefits

Account Number

63-231-2720-290-00

Function Code

2700 - Student Transportation Services

Object Code

290 - Other Employee Benefits

Allowable Use

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

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

KPERs Retiree Benefits for Premium Pay

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$190**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$190**Status**

Task Force Review

Line Item ID: 224-3-0045

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

Salaries

Account Number

63-231-3100-120-00

Function Code

3100 - Food Service Operations

Object Code

120 - Regular Non-Certified Salaries

Allowable Use

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

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

One time premium pay to our current employees for additional work that has been taken on due to COVID - 1 staff member @ \$1,450 payable on 9/20/22

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

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

Budgeted Expenditures in SFY 2023	\$1,450
--	---------

Budgeted Expenditures in SFY 2024	\$0
--	-----

Total Expenditures	<u>\$1,450</u>
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Status

Task Force Review

Line Item ID: 224-3-0046

Allocation Type

Direct Allocation

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

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

Account Name

Social Security

Account Number

63-231-3100-220-00

Function Code

3100 - Food Service Operations

Object Code

220 - Social Security Contributions

Allowable Use

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

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

Payroll Liabilities for Premium Pay

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

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

Budgeted Expenditures in SFY 2023	\$111
--	-------

Budgeted Expenditures in SFY 2024	\$0
--	-----

Total Expenditures	<u>\$111</u>
---------------------------	--------------

Status

Task Force Review

Line Item ID: 224-3-0047

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

Unemployment

Account Number

63-231-3100-250-00

Function Code

3100 - Food Service Operations

Object Code

260 - Unemployment Compensation

Allowable Use

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

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

Unemployment Benefits for Premium Pay

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$1**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$1**Status**

Task Force Review

Line Item ID: 224-3-0048

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

Instructional Salaries

Account Number

63-231-1000-110-00

Function Code

1000 - Instruction

Object Code

110 - Regular Certified Salaries

Allowable Use

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

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

One time premium pay for 30 staff members @ \$1,450 and 12 staff members @ \$450 payable on 9/20/22

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$48,900**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$48,900**Status**

Task Force Review

Line Item ID: 224-3-0049

Allocation Type

Direct Allocation

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

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

Account Name

Social Security

Account Number

63-231-1000-220-00

Function Code

1000 - Instruction

Object Code

220 - Social Security Contributions

Allowable Use

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

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

Payroll Liabilities for 3 classified classroom aides

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$3,200**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$3,200**Status**

Task Force Review

Line Item ID: 224-3-0050

Allocation Type

Direct Allocation

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

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

Account Name

Unemployment

Account Number

63-231-1000-260-00

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 Benefits for 3 classroom aides

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$700**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$700**Status**

Task Force Review

Line Item ID: 224-3-0051

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

Other Purchased Services

Account Number

63-231-1000-594-00

Function Code

1000 - Instruction

Object Code

599 - Other Purchased Services

Allowable Use

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

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

AR, Second Step, ACT Prep and Fall Tests, Dream Box

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$17,373**Budgeted Expenditures in SFY 2023** \$16,868**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$34,241**Status**

Task Force Review

Line Item ID: 224-3-0052

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 Supplies

Account Number

63-231-1000-650-00

Function Code

1000 - Instruction

Object Code

650 - Supplies-Technology Related

Allowable Use

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

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

6 Smartboards @ \$3,200 to assist with online needs of students. The smartboards will allow a better learning environment for students and staff to communicate and be engaged during quarantine times and will enhance the learning opportunities for our students. Various technology usage should assist with the different styles of student learning and should aid with learning loss that has been contributed to during the pandemic.

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$19,200**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$19,200**Status**

Task Force Review

ESSER III APPLICATION FOR D0227

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>
Hodgeman County Schools	401 Douglas, Jetmore, KS 678540398	PO Box 398, Jetmore, KS 678540398
<u>Superintendent Name</u>	<u>Superintendent E-mail Address</u>	<u>Superintendent Phone Number</u>
Doug Chaney	dbchaney@usd227.org	(620) 357-8301

Authorized Representative of the District Information

<u>Name</u>	<u>Position of Title</u>	<u>E-mail Address</u>	<u>Phone Number</u>
Christina Cohoon	Clerk	christina@usd227.org	(620) 357-8301
<u>Other District Representative 1 - Name</u>		<u>Other District Representative 1 - E-mail Address</u>	
Jason Fawcett		jfawcett@usd227.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.

www.usd227.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?

Our small rural district is continually working with our county health department for the most recent recommendations while following our plan for safe return to help with prevention and mitigation of COVID-19. Our district plans to improve the HVAC System in the high school and elementary schools. This will improve air quality and air flow in both buildings as well as provide continuous airflow throughout the day. New units will not only improve air quality but also help mitigate the spread of COVID-19. This is an allowable expense under ESSER criteria guideline 14.

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 227 students were consulted with regarding the ESSER III plan and funds. The principal of schools met with students of both the middle school and the high school student council and KAY organization to discuss the proposed ESSER III plan and to receive their feedback, approximately 30 students (33% of the student body) participated in the focus groups. The following was asked for most from our students:

- 1) ice cream machine
- 2) hot water in the old building

Families

The district conducted a District Site Council Meeting to review the plan on August 17, 2022. The site council consist of 8 parents and community members, in addition to staff and students. Parent focus groups consisting of 13 parents were also held to consult about the ESSER III plan. Approximately 15% of the family units and parents of students with disabilities participated. The most requested items revealed that this group wanted:

- 1) updated curriculum

School and District Administrators including Special Education Administration

All administrators (2) had a hand in developing the ESSER III plan, thus there was approval of the plan. The district also collaborated with our local special education cooperative director to ensure our ESSER III plan supported the needs of all populations of students. The administration felt the following should have a focus in our ESSER III plan:

- 1) HVAC
- 2) student learning loss (academic screener, intervention software programs and instructional materials).

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

The school district worked directly with our teachers at staff meetings and all of the staff members were invited to participate. In regard to the teachers' union, there are no known union members within the district. We did talk with the teacher representatives that negotiated for the teachers. The representatives suggested the following:

- 1) updated curriculum
- 2) educational manipulatives

Tribes

Although the district is unaware of any Tribal residents within the community, we do have 2 students who self-reported as identifying as Native American in our school information system. In consultation with these students and their families, they did not offer any suggestions but agreed with the recommendations of the administration.

Civil Rights Organization including Disability Rights Organizations

Email contact was made with the Disability Rights Center of Kansas to Mr. Lane Williams. His response was:

Thanks for your email asking for our input. I can talk with you later this afternoon, but to let you know beforehand, the many school administrators who have sought our input, have asked me to provide our input by email or to take an online survey they created. If written input is acceptable to you, I can provide the following; otherwise, I can call you later today:

Thank you for offering us the opportunity to provide input on your plan to use ESSER III funds. 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. We support all the additional supports and services being considered by Kansas school districts, but especially summer enrichment programs, after school tutoring, additional technology, professional development support, additional staff for special education students, and behavioral health services are necessary to give students with disabilities a better opportunity to stop the slide in their educational progress due to the pandemic.

Feel free to contact me at 785-273-9661, ext. 117 if you have any questions. Good luck developing and implementing your plan.

Lane Williams

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

Children with disabilities: 56 students with disabilities. Focus groups that included parents and staff that serve students with disabilities were asked about the ESSER III plan for USD 227. They suggested:

1. Hot water in the old bathrooms

Students English learners: There are three English learners in the district. Consultation with the certified staff member regarding the needs of the students. It was suggested that we provide:

1. translation program
2. ESL dictionaries

Children experiencing homelessness: Currently, there is one family that is experiencing homelessness. The counselor was consulted regarding the needs of the students. At this time nothing was identified.

Children in foster care: There is two foster families in the district. A foster family (50% of the subgroup) was consulted, and the following was suggested:

1. laptops to take home
2. on site counseling

Migratory students: There are no students in the district that are Migratory at this time.

Children who are incarcerated: There are no students in the district at this time.

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

Community input was sought at a public meeting held on January 16, 2023. There were 45 community members that attended our public forum and the ESSER III plan was discussed. There are public representatives on the District Site Council, which parents, businesses, and local organizations (such as the Lions Club) provided feedback regarding the USD 227 ESSER III plan. The suggestions include:

1. Air quality
2. Learning loss 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.

USD 227 held in person learning throughout the entire 2020-2021 school year with the exception of shutting down 2 weeks before Thanksgiving break due to high number of illness and we continued that through the 2021-2022 school year. One thing that we have noticed is we did have a higher number of absenteeism which can be attributed to contact tracing, COVID illness and quarantines. The effects of continued absenteeism could eventually affect our graduation rate. We have found that the drop in academic achievement was not as severe as anticipated. We monitor this through screeners such as AimsWeb, Xello, Star Math and Star Reading to identify Tier 2 and Tier 3 students experiencing learning loss due to COVID-19.

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 227 will address the K-12 social, emotional and mental health skills through Hope Rising. We will also address academic loss through the following programs:

- 1) AimsWeb and XELLO– screener to identify Tier 2 and Tier 3 students experiencing learning loss due to COVID-19.
- 2) Secondary Intervention software for Credit Recovery and Grade Level recovery in Reading and Math for Tier 2 and Tier 3 students experiencing learning loss due to COVID-19 (Reading Plus and Dream Box)
- 3) Elementary Instructional programs for Tier 2 and Tier 3 (Read Naturally, STAR, Freckle, and AR Reading programs)
- 4) Instructional materials for Tier 2 and Tier 3 students (leveled reading books, and math manipulatives)

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

USD 227 will use its remaining ARP ESSER funds to replace HVAC in our district. This will help to improve the air quality in the 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.

USD 227 will ensure that the interventions implemented respond to the academic, social, emotional and mental health needs of all students. Particular those disproportionately impacted by COVID-19 by checking absenteeism numbers throughout the school year, utilization of the screening process up in place by the programs purchase and graduation reports.

Allocations

	Direct Allocation	True Up Allocation	Total Allocation		20% Minimum
ESSER III Allocations	\$309,142	\$0	\$309,142	ESSER III Allocations	\$61,829
Approved Total	\$0	\$0	\$0	Approved Total	\$0
Amount Left	\$309,142	\$0	\$309,142	Amount Still Needed	\$61,829
In Review Total	\$61,829	\$0	\$61,829	In Review Total	\$61,829
Amount Left	\$247,313	\$0	\$247,313	Amount Still Needed	\$0

Line Items

ID	Allocation Type	Learning Loss	Function Code	Object Code	Allowable Use	Total Expenditures	Status
227-3-0001	Direct	True	1000	610	12	\$10,000	Task Force Review
227-3-0002	Direct	True	1000	610	12	\$14,000	Task Force Review
227-3-0003	Direct	True	1000	610	12	\$16,000	Task Force Review
227-3-0004	Direct	True	1000	610	12	\$21,829	Task Force Review

Line Item Details

Line Item ID: 227-3-0001

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

07450000000

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

AimsWeb & Xello purchases. These programs are for screening and monitoring identified Tier II and Tier III students experiencing learning loss due to COVID 19

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: 227-3-0002

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

074500000000

Function Code

1000 - Instruction

Object Code

610 - General Supplies and Materials

Allowable Use

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

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

Purchase secondary intervention software (Reading Plus and Dreambox) for credit recovery and grade level recovery in reading and math for Tier II and Tier III students experiencing learning loss due to COVID 19

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

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

Budgeted Expenditures in SFY 2023	\$7,000
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Budgeted Expenditures in SFY 2024	\$7,000
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Total Expenditures	<u>\$14,000</u>
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Status

Task Force Review

Line Item ID: 227-3-0003

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

0745000000

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

Elementary instructional programs for Tier II and Tier III students experiencing learning loss due to COVID 19. Read Naturally, Star, Freckle and AR Reading software programs.

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

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

Budgeted Expenditures in SFY 2023	\$8,000
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Budgeted Expenditures in SFY 2024	\$8,000
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Total Expenditures	<u>\$16,000</u>
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Status

Task Force Review

Line Item ID: 227-3-0004

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

074500000000

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

Instructional materials for Tier II and Tier III students experiencing learning loss due to COVID 19. This includes, but not limited to, leveled reading books and math manipulatives.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$10,000
Budgeted Expenditures in SFY 2024	\$11,829
Total Expenditures	<u>\$21,829</u>

Status

Task Force Review

ESSER III APPLICATION FOR D0240

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>
Twin Valley	107 N. Nelson, Bennington, KS 674220038	Box 38, Bennington, KS 674220038
<u>Superintendent Name</u>	<u>Superintendent E-mail Address</u>	<u>Superintendent Phone Number</u>
Pam Irwin	pirwin@usd240.org	(785) 488-3325

Authorized Representative of the District Information

<u>Name</u>	<u>Position of Title</u>	<u>E-mail Address</u>	<u>Phone Number</u>
Pam Irwin	Superintendent	pirwin@usd240.org	(785) 488-3325

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/2962/USD240/2615409/COVID_Operational_Guidelines_July_2022.pdf

Use of Funds for CDC Guidance

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

In addition to the mask and stay-at-home protocols we have in place as a district, we have hand sanitizing dispensers throughout each building, and have students and teachers use hand sanitizer in the classroom multiple times throughout the day. Sanitizing wipes are also used throughout the day in rooms where students share desks. Our building custodians clean and sanitize all rooms in the building throughout the day, as well as using fog machines 3 times a week at the end of the day.

Stakeholder Engagement

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

Students

Over the past 2 years, building and district administration has met with different student groups (student council members and students selected from each grade level) multiple times to discuss ESSER funds, share the district plan for the use of these funds, and to solicit student 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 district and building Facebook pages. Students shared they wanted tutoring opportunities and additional field trip/experiential learning opportunities. ESSER II funds were used to sponsor both summer school/credit recovery options as well as an online tutoring program with college students.

Families

The district conducted multiple Facebook live sessions in the during the 20-21 school year as well as the 21-22 school year. Each time, ESSER plans were shared and questions were reviewed to solicit feedback from participants. An online survey was developed and sent to parents/families of current students, as well as posted on the district Facebook page for patrons to access.

We received 63 responses representing approximately 130 students in Twin Valley. Grade level representation data included 16% for Prek, 64.5% for K-6, 25.8% for MS/JH, and 43.5% for HS. Race representation included White, Hispanic/Latino, Asian, American Indian, and Black or African American. Participants also marked whether they were representing a student with disabilities, a student identified as EL, or foster care.

Participants marked the following when asked what they wanted to see considered for the use of the ESSER III funds:

summer learning programs - 33.9%

after school tutoring - 48.4%

additional personnel for academic intervention - 48.4%

additional behavioral support - 48.4%

additional instructional materials - 41.9%

expanded social emotional programs and mental health supports - 59.7%

additional technology - 32.3%

more teacher professional development - 46.8%

purchasing additional cleaning supplies - 14.5%

Additional comments included the need to expand our summer school offerings and have additional staff to not have to combine grade levels.

With a combination of ESSER II and ESSER III funds, all of these items have been or will be addressed.

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: At-Risk Student Supports, Math intervention personnel, summer school programming, and social emotional curricular resources. These are all items written into the budget for both ESSER II and ESSER III.

In order to meet the demand of increased professional development for staff, our plan includes the hiring of a curriculum director/instructional support position. This position has been instrumental in facilitating discussions around data and how to meet the demands of the learning loss we experienced as a result of the pandemic.

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. Retention payments were part of our teacher agreement for the 21-22 school year, as well as issuing a winter retention bonus in both December of 2021 and December 2022.

District administration and Board of Education members met with representatives from the teachers' union to discuss how ESSER funds could be spent, and then met again when decisions were made regarding the use of ESSER funds for additional positions and for premium pay to ensure the union was in favor of these expenditures.

Staff also requested resources that provide a deeper level of understanding regarding student gaps in learning. The Fastbridge screener was purchased and is supported through the use of ESSER II and ESSER III funds, as well as support staff to provide both teacher support and student interventions.

Tribes

No tribal land within the district.

Parents/families were surveyed. We have 1 person identify as affiliated with a Native American tribe. This person marked the following categories as "very important" on the ESSER III expenditure survey: summer learning opportunities, after school tutoring, additional staff for supporting both behavior and academics, new instructional materials to address learning loss and gaps, expanded social/emotional learning and mental health supports, additional technology, additional teacher professional development and additional cleaning supplies.

Civil Rights Organization including Disability Rights Organizations

We have contacted Kansas Action for Children for information. Recommendations shared by a KAC representative include: expanding early childhood experiences and improved childcare and expanding/reviewing family support for nutrition. The district Superintendent is working with the community to expand childcare offerings in the district through the Bennington Childcare Facility committee. A nonprofit has been developed to oversee this work. Although this is not an ESSER III expense, it is being supported by the district through both general fund dollars and land distribution for the childcare facility.

USD 240 has been working with our food service management company to explore ways to expand what we offer students, with a 2nd chance breakfast being considered for implementation in the 2nd semester. We also provide a food backpack program for students who need food for the weekend.

Again, these are not supported through ESSER funds, but are being provided in other ways.

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

For the survey conducted, the following stakeholders were represented:

Students with disabilities - 10 responses

English Learners - 4 responses

Students experiencing homelessness - 6 responses of a possible 32 (We have 32 students who qualify through the homeless definition and McKinney Vento. The 6 responses collected represent were from 3 guardians who represent multiple children.)

Students in foster care - 1 response (We currently have 3 students in foster care, and the one response represents 2 of the 3 children.)

Migratory students - 0 responses (We currently do not have students who fit the category of migratory.)

incarcerated students - 0 responses (We currently do not have students who are incarcerated in our district.)

Of those who marked they represented students with disabilities, additional behavioral support and interventions, additional academic interventions, and expanding social/emotional learning and mental health services were the highest priority.

Of those who marked they represent homeless students, additional learning opportunities, additional personnel for academic and behavior supports, additional resources and technology, and additional cleaning supplies were all high priorities.

Of those who marked they represented EL students, after school tutoring, summer school, and intervention programs were marked as the highest priority.

Additional professional development for staff was also marked as a high priority by those representing students with disabilities and those identified as EL.

From the person who marked they represented a student in foster care, additional learning opportunities, additional personnel for academic and behavior supports, additional resources and technology, and additional cleaning supplies were all high priorities.

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

Patrons had the opportunity to respond to the survey shared through Facebook, as well as communicate their needs/concerns through the many Facebook Live sessions provided by administration. The survey included 63 responses representing over 140 students, and each Facebook live was attended by 30-50 stakeholders. Through our many communications, the following programs/interventions were supported as priorities for ESSER funds:

summer learning programs

after school tutoring

additional personnel for academic intervention

additional behavioral support

additional instructional materials

expanded social emotional programs and mental health supports

additional technology

more teacher professional development

purchasing additional cleaning supplies

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.

Data has been reviewed over the past 2 years to determine areas of needed growth and areas of impact as a result of the pandemic. NWEA MAP data was used to compare both pre-pandemic and post-pandemic scores, as well as Kansas Assessments.

We saw a drop in growth areas at all levels, both elementary and secondary, in NWEA MAP scores for both reading and math. Kansas Assessment scores have also shown a decline since pre-pandemic, increasing our level 1s and 2s versus a decline in levels 3 and 4.

With our small subgroups, aggregate data was reviewed by grade level and free/reduced, but not by other demographics. Building principals and teachers reviewed individual student data for learning loss and gaps in understanding.

We've implemented the Fastbridge screener in both the 21-22 and the 22-23 school years. This data is showing a gap in reading at the 2nd grade level that could have a direct tie to a reduced understanding of phonemic awareness. This group of students participated in Kindergarten wearing masks, which made it very difficult to address phonemic awareness. We are having to backtrack to reteach those skills as we see the gaps in grade levels not seen prior to the pandemic.

The other area in which we are working to address are behavioral issues. By hiring additional student support staff, we are able to provide both individual student supports, but also classroom instruction on areas such as perseverance and goal-setting. Our social emotional learning program provides a structured approach to ensure students have tools in their toolbox to address different needs as they arise, at all levels of education from PreK-12.

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 funds have allowed us to continue several of the initiatives started through ESSER II programs. ESSER III funds will support additional years of support staff salaries for both behavior supports and academic supports specifically in the area of math. Our 20% set aside is \$142,400. The salaries for two student support staff providing social emotional and behavior supports, as well as our elementary math specialist and elementary math aid are well above this amount. Our Elementary Math specialist is using Bridges to Mathematics as an intervention tool during Multi-Tiered System of Supports (MTSS) scheduled time with both tier 2 and tier 3 students. Our Title Reading teacher is using the 95% Group lesson libraries as both a tier 2 and tier 3 support. Fastbridge interventions are also used as tier 2 and 3 interventions. Moby Max is also being utilized as a tiered intervention support in the area of math at the elementary level.

The Character Strong program is being utilized PreK-12 as our tier 1 social emotional learning program. In addition to the use of this program, the student support services team provides tier 2 and 3 supports to students in need through check-in/check-out processes.

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

In addition to the areas being addressed that focus on learning loss in math and reading, USD 240 is also using the ESSER III funds to support the purchase of a social emotional learning resource, Character Strong. This program is being used as a tier 1 program at all levels PreK-12, with the student support services staff providing lessons to each class and classroom teachers providing follow-up support between lessons.

In addition to the social emotional learning program, ESSER III funds are being used to provide premium pay/retention pay for ALL staff, both classified and certified, to pay the salary of a curriculum director/instructional support position, and an additional nurse who is instrumental in our COVID testing protocols.

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 240 administration and teachers review both academic and behavior data monthly and quarterly to ensure all students are getting what they need. We use Fastbridge screener data to show impact, as well as Kansas Assessment and NWEA MAP data to show more long-term progress. Our goal is to have fewer students in tier 2 and 3 categories in Fastbridge, as well as having more students score in the levels 3 and 4 on the Kansas Assessments and showing appropriate growth on the MAP assessment.

Allocations

	Direct Allocation	True Up Allocation	Total Allocation		20% Minimum
ESSER III Allocations	\$702,265	\$0	\$702,265	ESSER III Allocations	\$140,453
Approved Total	\$0	\$0	\$0	Approved Total	\$0
Amount Left	\$702,265	\$0	\$702,265	Amount Still Needed	\$140,453
In Review Total	\$702,265	\$0	\$702,265	In Review Total	\$362,075
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
240-3-0001	Direct	False	1000	110	11B	\$68,000	Task Force Review
240-3-0002	Direct	True	1000	110	12	\$144,000	Task Force Review
240-3-0003	Direct	False	1000	110	10	\$66,000	Task Force Review
240-3-0004	Direct	False	1000	120	16	\$4,400	Task Force Review
240-3-0005	Direct	True	1000	110	12	\$150,000	Task Force Review
240-3-0006	Direct	False	1000	100	16	\$128,200	Task Force Review
240-3-0007	Direct	True	1000	650	12	\$3,000	Task Force Review
240-3-0008	Direct	True	1000	610	12	\$65,075	Task Force Review
240-3-0009	Direct	False	1000	650	9	\$26,160	Task Force Review
240-3-0010	Direct	False	2300	300	16	\$22,500	Task Force Review
240-3-0011	Direct	False	1000	610	16	\$18,900	Task Force Review
240-3-0012	Direct	False	1000	650	9	\$6,030	Task Force Review

Line Item Details

Line Item ID: 240-3-0001

Allocation Type

Direct Allocation

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

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

Account Name

Certified Salaries

Account Number

73-1000-110-0-00

Function Code

1000 - Instruction

Object Code

110 - Regular Certified Salaries

Allowable Use

11B - Planning and implementing supplemental after-school programs.

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

Summer School to address learning loss due to the pandemic. This includes students with disabilities, tier 2 and 3 students, and EL students.

The Summer School program is for not only identified students who need additional supports, but any student interested in attending the program. We provide this learning opportunity for 2 weeks in both June and July. A director is employed who organizes activities and schedules for students and staff involved. In addition to the director, we employ 6 certified staff and 3 classified staff, as well as bus drivers, for our summer program. Each day, students participate in both math and reading intervention sessions focusing on their individual needs based on end-of-year Fastbridge data and KAP data, as well as enrichment activities to expand their thinking and problem-solving skills and social emotional skills. For our SEL lessons, the Character Strong program is utilized which reinforces the SE lessons conducted during the school year. The 95% Group Lesson libraries are utilized as one of the reading intervention tools, and specific math resources are utilized for math interventions. Another resource being used with primary students is the Heggerty program for phonemic awareness. We also utilize the intervention program available from Heggerty.

General education, identified SPED and EL students are allowed to attend, with appropriate supports in place to meet their individual needs. The use of the classified staff was dependent on the needs of the attending students each day, with the director and certified staff planning appropriately to meet those needs.

In order to maximize the staff available, we combined our summer program from Tescott and Bennington into one site, and provided transportation to all students to ensure we are able to get the students who need the support to attend. Our program runs from 8-2 with lunch provided each day Monday - Thursday. Because of the distance in transportation, we had to add an additional route to keep all students on school transportation for less than 1 hour.

Although we were in-person each day during the pandemic, our learning loss can be linked to mask use at the primary level as well as attendance issues. We had students that were in a quarantine situation for up to a month at a time during the 2020-21 and 2021-22 school years, attending remotely. We know that our primary students struggle with phonemic awareness and listening and speaking skills due to not seeing the face of the teacher. So some of the time is being used for filling gaps created by attendance issues, and some are gaps identified and tied to other issues seen during the pandemic. Our social emotional lessons are also tied to collaboration and students working together, as that was also something that was limited due to social-distancing. We are doing these same things in the classroom during the regular school year, however some students need more time and practice than others.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$38,000
Budgeted Expenditures in SFY 2024	\$30,000
Total Expenditures	\$68,000

Status

Task Force Review

Allocation Type

Direct Allocation

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

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

Account Name

Certified Salaries

Account Number

73-1000-110-0-00

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

Personnel - Elem Math Specialist, Elem Math Aid (21-22, 22-23, 23-24)

The Elem Math Specialist and Math Aid will provide Tier 2 and Tier 3 instruction for grades K-6 in two buildings, one in Bennington and one in Tescott. The Math Specialist will be working with students who are 1 or more grade levels below in math skills. Utilizing Fastbridge data, the Math Specialist serves as the foundation of our elementary MTSS structure. Classroom teachers are also a piece of the MTSS puzzle. The Math Specialist will provide instructional supports to classroom teachers as they work to close the learning gap for all students. The Math Specialist will not only train the Math Aid in the use of intervention materials purchased through ESSER funds, but also train classroom teachers to utilize these materials in the classroom during small group instruction.

Our data shows that we have gaps in learning that are directly related to the pandemic and times students were not in the classroom during the pandemic years.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$40,000
Budgeted Expenditures in SFY 2023	\$52,000
Budgeted Expenditures in SFY 2024	\$52,000
Total Expenditures	<u>\$144,000</u>

Status

Task Force Review

Line Item ID: 240-3-0003

Allocation Type

Direct Allocation

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

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

Account Name

Certified Salaries

Account Number

73-1000-110-0-00

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

Personnel - Year 3 of Student Support Positions (23-24)

We have hired 2 student support positions through ESSER funds. One of those positions is now partially funded through another grant source. The ESSER 3 funds are to pay for 1 full time student support specialist and a portion of a salary for a 2nd position. We implemented these positions in 21-22 and 22-23 using ESSER II funds. ESSER 3 funds will get us a 3rd year of these positions.

During the pandemic and since, we have seen an increase in student behaviors. The student support specialists are instrumental in dealing with student behaviors throughout the day. In addition, they are also responsible for not only teaching our social-emotional learning curriculum and planning follow-up lessons to be used by classroom teachers PreK-12.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$0
Budgeted Expenditures in SFY 2024	\$66,000
Total Expenditures	\$66,000

Status

Task Force Review

Line Item ID: 240-3-0004

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

Non Certified Salaries

Account Number

73-1000-120-0-00

Function Code

1000 - Instruction

Object Code

120 - Regular Non-Certified Salaries

Allowable Use

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

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

Personnel - Overtime for Nurses salary (22-23, 23-24)

We have 2 school nurses in the district. The overtime salary included in our ESSER 3 plan is due to testing students per our COVID protocols. If we have a student that is a household contact, we are testing them each morning for 5 days. We test them in the morning prior to the school day starting, which requires the school nurses to be in the facilities before their contract day begins.

The services provided by the 2 school nurses are for PreK-12 students, as well as staff in 2 PreK-12 buildings. In addition, we have made it optional for parents/families of our students to also participate in our testing protocols if they would like.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$2,200
Budgeted Expenditures in SFY 2024	\$2,200
Total Expenditures	<u>\$4,400</u>

Status

Task Force Review

Line Item ID: 240-3-0005

Allocation Type

Direct Allocation

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

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

Account Name

Certified Salaries

Account Number

73-1000-110-0-00

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

Personnel - Instructional Coaching and Staff Support - Director of Curriculum and Instructional Support (22-23, 23-24)
 The Director position was added this year as we are moving to a new learning management system. This platform does not include resources, so our teachers are writing curriculum and instructional resources to use in the new management system. The Director is facilitating this work for all secondary grade levels, 7-12, in all content areas, as well as for science and social studies for K-6. In addition, this staff member is also providing instructional supports to not only new staff, but to veteran staff as we are working with academic gaps on a larger scale than we have in the past. He is working in an instructional coaching capacity, observing and providing feedback, modeling, and assisting with data analysis to determine academic needs for all students. Training teachers and administration on how to utilize the Fastbridge system for data and intervention/instructional guidance, is also a large focus of the position.

The Director has spent a great deal of time working in our higher poverty building collaborating/training teachers teaching students who fall into the high poverty category. He also attends IEP meetings to ensure learning loss is being addressed with our SPED population.

As the curriculum work is being done, we are analyzing data to determine whether the gaps in learning are from an instructional method angle or are a curriculum and resource problem. We are working to ensure we are closing the gaps that have occurred from students being out of the classroom for weeks at a time, or from issues created while students were wearing masks or social distancing. It will take us multiple years to recover from some of the issues created during the pandemic.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$75,000
Budgeted Expenditures in SFY 2024	\$75,000
Total Expenditures	<u>\$150,000</u>

Status

Task Force Review

Allocation Type

Direct Allocation

Is this 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

73-1000-110-0-00

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**Premium Pay**

Premium Pay has been administered to all staff, both certified and classified, for both retention and additional work. A 2% stipend was issued during the 21-22 school year for retention to keep staff and to hire new staff in hard to fill positions. In addition, premium pay is built into our plan to provide retention/premium pay to employees who are all doing extra duty as we still maintain many of the cleaning protocols we started during the 20-21 school year.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$93,200
Budgeted Expenditures in SFY 2023	\$15,000
Budgeted Expenditures in SFY 2024	\$20,000
Total Expenditures	<u>\$128,200</u>

Status

Task Force Review

Line Item ID: 240-3-0007

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

Account Number

73-1000-650-0-00

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

Fastbridge Screener - FY24 contract

Prior to the pandemic, the district was using NWEA MAP and Kansas Assessment data as the means to determine what learning gaps to work on during MTSS and small group instruction time. Through the implementation of the Fastbridge screener, we have the ability to address gaps in learning at a more granular level, as well as knowing which students require additional diagnostics to have a clearer picture of their individual learning needs.

This tool is utilized for all grade levels K-12 in reading, math and social-emotional/behaviors.

The screener assessments administered will allow us to pinpoint gaps in learning that have a direct tie to the 20-21 and 21-22 school years where students were missing instruction and intervention time due to quarantines.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$0
Budgeted Expenditures in SFY 2024	\$3,000
Total Expenditures	\$3,000

Status

Task Force Review

Line Item ID: 240-3-0008

Allocation Type

Direct Allocation

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

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

Account Name

Supplies

Account Number

73-1000-610-0-00

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

Resources for Tiered Supports and Instructional Classroom Materials

As we continue to explore methods to address learning loss, one area of need is teacher resources. These funds are set aside to purchase manipulatives, hands-on resources, and programs to address learning loss in both reading and math. Specific intervention resources have and will be purchased that target the needs identified through the Fastbridge screener, as well as the diagnostic assessments administered.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$33,000
Budgeted Expenditures in SFY 2024	\$32,075
Total Expenditures	<u>\$65,075</u>

Status

Task Force Review

Line Item ID: 240-3-0009

Allocation Type

Direct Allocation

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

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

Account Name

Technology

Account Number

73-1000-650-0-00

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

New website to increase communication with parents and families

Communication with parents and families continues to be both a struggle and a goal in USD 240. During the pandemic, this became even more apparent as we work to find what communication methods work best for each family. Some parents/families utilize the building and district social media, while others prefer an email with information needed.

The new website provides both updated information in a static format, but also a messenger tool that allows us to share information with parents/families through email, text or voice mail. In addition, this new platform allows us to share information quickly as it connects the website, the messenger, and different social media platforms in one place for a staff member to update. Staff only needs to put the information in one place and hit send to get it to parents/families in a variety of ways.

The ESSER funds will allow us to not only get the set up and training needed to utilize the system, but to also pay for the first 2 years of use before general fund dollars need to be spent.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$17,160
Budgeted Expenditures in SFY 2023	\$4,500
Budgeted Expenditures in SFY 2024	\$4,500
Total Expenditures	<u>\$26,160</u>

Status

Task Force Review

Allocation Type

Direct Allocation

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

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

Account Name

Purchased Professional Services

Account Number

73-2300-300-0-00

Function Code

2300 - Support Services (General Administration)

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

Federal Audit only needed as a requirement due to increase in federal funds through ESSER funds.

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	\$7,500
Total Expenditures	<u>\$22,500</u>

Status

Task Force Review

Line Item ID: 240-3-0011

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

Account Number

73-1000-610-0-00

Function Code

1000 - Instruction

Object Code

610 - General Supplies and Materials

Allowable Use

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

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

Social Emotional Curriculum - Character Strong program used for grades PreK- 12.

USD 240 has been monitoring our data regarding behaviors for several years, and we've seen an increase in student behaviors across the board from PreK to our secondary grades.

The Character Strong program is a program designed to address many character traits seen as valuable tools for students both in and out of the school setting. The program provides 40-60 minute lessons that can be delivered 2-3 times a week or as a supplement used as follow-up to full lessons. Our Student Support Specialists utilize the Character Strong program for bi-monthly lessons for all grade levels K-12, and our classroom teachers utilize the resource for follow-up sessions conducted at the classroom level to support the student support specialists. In addition, there are parent communication tools provided in the program that are shared monthly and quarterly to reinforce the lessons and topics.

Sample character topics include perseverance, honesty, grit, belonging, just to name a few.

The resource requires an online subscription to have access to the lessons, worksheets, videos and instructional resources.

We also had to pay a set up fee with the initial purchase. The cost outlined covers the initial set up fee and 2 additional years of purchase.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$10,500
Budgeted Expenditures in SFY 2023	\$4,200
Budgeted Expenditures in SFY 2024	\$4,200
Total Expenditures	<u>\$18,900</u>

Status

Task Force Review

Line Item ID: 240-3-0012

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

73-1000-650-0-00

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

iPads and Laptops for classroom and at-home use

Prior to the pandemic, we had in-class use of iPads and laptops, but we were not 1:1. We purchased some technology through initial SPARKS funds provided through Ottawa County, but did not have enough to cover all of our primary students. The additional iPad purchase ensures we have enough devices for all students so we are not sharing devices. Devices can also go home with students during quarantine situations to ensure students stay connected to the learning that is occurring in the classroom each day.

The laptop(s) purchased are issued to staff and subs when we have a quarantine situation. We did not have additional devices for subs and this causes issues when we have a certified teacher trying to teach remotely from home with the sub in the classroom. A device is needed both at home and in the classroom for this to work.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$6,030
Budgeted Expenditures in SFY 2023	\$0
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$6,030</u>

Status

Task Force Review

ESSER III APPLICATION FOR D0265

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>
Goddard	201 South Main, Goddard, KS 67052	P.O. Box 249, Goddard, KS 670520249
<u>Superintendent Name</u>	<u>Superintendent E-mail Address</u>	<u>Superintendent Phone Number</u>
Justin B Henry	justinhenry@goddardusd.com	(316) 794-4000

Authorized Representative of the District Information

<u>Name</u>	<u>Position of Title</u>	<u>E-mail Address</u>	<u>Phone Number</u>
Doug Maxwell	CFO	dmaxwell@goddardusd.com	(316) 794-4000
<u>Other District Representative 1 - Name</u>		<u>Other District Representative 1 - E-mail Address</u>	
Dr. Justin B Henry		justinhenry@goddardusd.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.goddardusd.com/covid19>

Use of Funds for CDC Guidance

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

Goddard USD 265 - once schools were allowed to reopen - committed to and has remained committed to remaining open for our students and staff. We believe in-person instruction results in the greatest opportunities for students, both for their academic well being and their social & emotional well-being.

While masking is no longer required, nor is strict spacing guidance, the district continues to operate in a way that we believe gives us the best opportunity to not just be open for school, but remain open as the number of cases ebb and flow. Specifically, this means:

- 1) hire additional long-term substitute teachers on a semester by semester basis to insure there are enough adults in the building to keep our schools open for students,
- 2) other operational changes continue; including more thorough cleaning of classrooms, water fountains, restrooms and other high traffic or high touch areas, hiring of some additional nursing supports (for instance, added a facilitator role for health services along with some CNA staff for the testing center), and opening a testing center in conjunction with the Kansas Department of Health and Environment (KDHE).
- 3) other funds are being used for extended learning opportunities which are primarily offered during the summer, and
- 4) in support of students emotional well being the district utilized ESSER II funding directed towards special education to hire additional school social workers.

Specifically related to learning loss - thanks to the district's efforts to remain open Goddard USD 265 has not lost a single day of school to the pandemic once schools reopened in the fall of 2020. While this doesn't minimize the stress that our students, as well as district staff and parents have faced, we believe remaining open minimized those losses as compared to other districts who had closures after the initial shutdown of schools. Still, in an effort to offset any losses, some of which may not show up immediately, the district is committed to offering robust extended school year learning opportunities. These are offered at no cost to families*, and include transportation and student meals if needed.

*with the exception of the driver education program - driver education is a fee based program.

Stakeholder Engagement

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

Students

This takes place primarily at the building level utilizing the feedback and perspectives of principals, assistant principals, teachers, counselors, social workers and school psychologists. Having educators in place to supplement the relationships already developed with students provides the district and an effective avenue in understanding the needs and challenges of students.

How did we solicit meaningful feedback from students: At our three high schools and our foster care residential secondary school, the principals engaged directly with student groups to find out what support had been helpful throughout the pandemic and areas we should look to expand if additional resources were available.

What were the responses on how ESSER III funds should be spent: Examples of verbatim feedback provided from students:

- * Additional Life Skills equipment (cooking stove, pots, pans, mixing bowls), laundry, etc...
- * Mental Health Resources for depression and anxiety
- * Art Therapy
- * Additional Clubs
- * More Space
- * More Technology
- * Additional psychologist and or counselors to help with the increase in social/emotional issues
- * A coffee shop or other social place within the building for students to hang out and relax with one another

Most recently, starting in the fall of 2022, our Assistant Superintendent of Human Resources and Student Services partnered with principals in creating a group of secondary students to help develop ideas and strategies to support the social and emotional needs of students in providing a safe and connected learning environment. While this was an area of concern prior to the pandemic, it has continued to increase since the spring of 2020.

In addition to the examples above students had the opportunity to provide feedback in partnership with their parents / guardians via district wide feedback surveys that were sent regarding how to improve and increase extended learning opportunities for all students. Survey feedback information included throughout the following sections of the narrative.

Families

There have been numerous outreach opportunities between the district and/or building administration and staff. Some of these include:

- 1) Parent group organized by our superintendent and assistant superintendent for curriculum that met regularly during the 2020-21 school year. This group included practicing doctors, and focused on keeping schools open as safely as possible. This group reviewed area trends regarding Covid-19 cases and other data provided by Sedgwick County.
- 2) A second parent group was organized to address concerns around remote learning. During the 2020-21 school year approximately 15% of district students learned from home, and connected remotely via computer with their teacher.
- 3) Building principals continued to meet regularly with their site councils (made up of parents), and passed along pertinent information.
- 4) Community retreats were offered in summers of both 2021 and 2022; which included many parents along with district staff and patrons. Information from the district regarding our focus on remaining safely open for in-person learning was the primary focus early in the pandemic and then our feedback loops shifted to allocation of resources, specifically ESSER III funding. At the 2022 summer retreat 249 Thought Exchange responses were received on this topic. The number one area of support was utilizing resources to make sure we had enough long-term substitute teachers to cover when teachers were out. Number two was extended educational opportunities for students.
- 5) Finally, a survey was sent out to all parents at the beginning of the 2022-2023 school year; this survey focused on the extended learning opportunities for students. This was an effort to identify strengths as well as weaknesses in these programs, and to identify any obstacles keeping students or families from participating in the additional education opportunities.

Survey Response Family Identified Demographics

	# of Responses	Percentage
Disability	63	13%
ELL	7	1%
Homeless	2	0%
Poverty	8	2%
Foster	4	1%
Migrant	1	0%
Incarcerated	0	0%
Underserved	7	1%
All other	381	81%
Total	473	

Examples of Verbatim Family Feedback Regarding Current Extended Learning Opportunities and What Could be Added if Additional Resources Were Available.

- ? The current programs were fine it would be cool to see them extended a little longer. My daughter really loved the programs. She was sad when it ended.
- ? Schedule of summer programs conflict with other summer opportunities.
- ? Did not know enough information about summer learning programs.
- ? STEAM for intermediate and middle school students.
- ? I love the programs available.
- ? Summer enrichment: art, music, reading programs and more summer classes available.
- ? I'd like to see more weeks added. The socialization is good for my child, as well as it keeps him from sliding backwards and forgetting things. He does not like to work with us at home and, therefore, having a teacher and other children present gives him more motivation and desire to keep learning.
- ? College prep or life prep (how to budget, pay bills, write checks, balance checkbooks/bank accounts, how to write resumes, etc.) for incoming Juniors and Seniors. They need to know what to expect once they graduate whether they plan to attend college or not.
- ? Perhaps a program geared to help further develop the social/ emotional aspect of the child.
- ? One focused on social/emotional learning and skill development.
- ? Programs geared specifically towards children with special needs as they are extremely underserved in this area
- ? We love champs camp for our child thank you for providing it!
- ? Reading/writing camp for 5-6th graders.

In addition to the meetings listed under the prior outreach section under "Families" the district holds regular - at least monthly - meetings with the administrative team. This includes our Superintendent, Assistant Superintendents and Principals along with departmental directors (Nutrition Services, Transportation and Maintenance departments). Leadership from our Special Education Cooperative (of which Goddard USD 265 is the host district) also attend these meetings, including the Executive Director and the Coordinators.

In addition to the community summer retreat the district also holds a retreat for the administrative team. This provides the leadership team with multiple days of team building and professional development prior to the beginning of each school year.

Finally, the building principals met as a group; sometimes by grade configurations; in order to create and implement operational strategies with an eye towards maximizing spacing of students and limiting interactions across groups of students. This was particularly important during the early stages of the pandemic in the 2020-2021 school year.

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

Since the original closing of on-site learning in March of 2020 district leaders have worked in partnership with teachers and support staff. From the first meeting focused on creating online learning opportunities for students through the current monthly meetings with teacher leaders regarding ESSER III this partnership has been instrumental in our district providing in-person learning each day since the start of the 2020-21 school year.

One area of feedback and questions from staff was the on and off-again discussion across the state and nation about "bonus pay". Monthly, starting with the 2020-21 school year, meetings with teacher representatives from all schools in our district and association leadership have been conducted to review COVID data and review any questions regarding ESSER expenditures and priorities. Through these conversations and presentations our entire staff became more aware of the fact that ESSER allocations were not the same amount per pupil and varied greatly between high and low poverty districts.

Feedback from these monthly meetings, summer community retreats, and mid- year state of the district events was continuously used as ESSER plans have been implemented. These events were helpful in providing a deeper understanding by these stakeholder groups of the great variance in allocations between districts.

During the spring semester of 2022 a Thought Exchange Survey was sent to all staff members asking for feedback regarding current challenges and areas of needs. The focus of this survey was to help guide planning for future ESSER allocations in supporting students and staff as we transitioned to the next steps in pandemic support. 859 feedback points were collected from this survey equaling 156 different areas of focus. The first, third, and fourth most popular areas of focus (out of 156) were related to allocating resources to maintain appropriate staffing patterns in all schools. Numbers five and seven both focused on the social and emotional well-being of students. This information was very helpful as the district continued to investigate ESSER III opportunities.

During the community summer retreats in 2021 and 2022; (as mentioned in the family section of this report including a combination of parents, district staff, and teachers) the pandemic and allocation of resources were discussed in detail. At the 2022 summer retreat 249 Thought Exchange Survey responses were received on this topic. The number one area of support was utilizing resources to make sure we had enough long-term substitute teachers to cover when teachers were out. Number two was additional educational opportunities for students. Both areas are consistent with feedback the district has received in other venues.

In addition to all the other teacher feedback below is a summary of direct feedback from teachers in response to what the district has already done and future ESSER considerations:

1. Supplement health care costs for staff during COVID.
2. Raise pay rates for classified and hard to fill positions.
3. Bonus pay either in the form of a "bonus check" or with morale boosters such as providing lunch or other "perks".
4. The long-term subs were a unanimous positive item mentioned by all departments. They were also concerned about the future of summer learning beyond the ESSER fund dates.

Our district has a small percent of students identifying as American Indian or Alaskan Native, but all parents were surveyed and asked for their thoughts and feedback regarding their thoughts on programs the district should continue or initiate. The feedback from this subgroup was consistent with the overall trends throughout our district that summer learning was beneficial and parents would like to see this program expanded. In addition, the district researched possible tribes within our school district but found that there are no active tribes within 100 miles of the district's boundaries.

3.1 % (14 families) identifying as Native American or Alaskan Native elected to respond to the district-wide survey and provided the following verbatim feedback regarding areas of ESSER focus in providing extended learning opportunities for all students.

? Did not know enough information about summer learning programs

? He is to old

? I think it would really serve another level of students, with funding, transportation maybe we could reach the underserved.

? Funding that would pay for sport camps ?? We love Goddard Learning Camps!!! Thank you!!

? Schedule of summer programs conflict with other summer opportunities

? Schedule of summer programs conflict with work obligations

? Tutorial

? Schedule of summer programs conflict with work obligations, going out on fam vacation

? Transportation concerns for my child, Schedule of summer programs conflict with work obligations, Did not know enough information about summer learning programs.

Civil Rights Organization including Disability Rights Organizations

Starting in Summer 2020, the Assistant Superintendent for Human Resources and Student Services created a list and contacted multiple organizations that support and advocate for the civil rights of minority students and families. From this outreach we were able to create committees that examined how to best serve all students.

As discussed throughout this document, in the parent survey sent out in August 2022 we asked parents to identify whether their student identified under certain demographics, for instance is a student with a disability or is an English language learner; additionally, we asked them to identify the race or ethnicity of their student. All parents were surveyed, and our district can review responses by disability or learning/developmental issue, or by race/ethnicity. Overall, the district received over 470 responses. Demographics as provided in survey results.

Survey Response Family Identified Demographics

	# of Responses	Percentage
Disability	63	13%
ELL	7	1%
Homeless	2	0%
Poverty	8	2%
Foster	4	1%
Migrant	1	0%
Incarcerated	0	0%
Underserved	7	1%
All other	381	81%
Total	473	

In addition to family outreach the district identified the following organizations as provided in the ESSER toolkit.

- * ACLU-Kansas
- * Kansas Human Rights Commission
- * Kansas Action for Children
- * Disability Rights Center of Kansas
- * Kansas NAACP
- * Kansas Disability Resources and Advocacy Organization

Which Civil Rights groups responded?

- * Kansas Action for Children
- * Kansas Human Rights Commission
- * Kansas NAACP
- * American Civil Liberties Union of Kansas
- * Disability Rights Center of Kansas

While not all organizations responded or were able to give specific feedback regarding ESSER allocations some of the most helpful recommendations included:

- * Extended learning opportunities (specific focus to early learning)
- * Look for ways to support staff and their families
- * Take advantage of extended learning opportunities and include breakfast and lunch for students
- * Increase technology available to all students
- * Invest in professional development for all students (specifically in supporting students with disabilities)
- * Additional staffing in the area of special education
- * Increase behavioral health supports

This information in conjunction with the feedback provided in the many other settings has been and will continue to be helpful as we plan and allocate resources.

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

Since the beginning of the pandemic the district has attempted to identify not just the needs of the subgroups listed in this

category, but the individual needs of each student. This started in the spring of 2020 with a focus on food security and technology needs. Our district has the opportunity to provide educational programming for a residential care facility to children in the foster care system and in some cases, children who have been incarcerated. During the initial stages of the pandemic, this partnership became more focused on not only providing educational services but making sure the health and safety protocols were in place and appropriate. The delivery model that was requested from the residential organization continued to change throughout the pandemic. The school district made sure, regardless of model preferred, those services were in place and delivered. The educational delivery models varied from fully remote, hybrid, and in-person.

In addition to the partnership described above, other underserved groups of students were identified and provided individual supports. For example, our English Learners were provided additional support through our EL Specialists to ensure their educational needs were met. Specific to children with disabilities, our special education department reached out individually throughout the pandemic and modified and altered delivery models based on the supports needed and for some students, health related concerns would not allow them to come back to school.

As we developed our ESSER III plan, the feedback and needs of these underserved groups of students helped reinforce the need for the district to continue to invest in additional learning opportunities, specifically opportunities in the summer months in order to continue to address any learning loss from the pandemic.

In the parent survey sent out in August 2022 we asked parents to identify whether their student identified under certain demographics, for instance is a student with a disability or is an English language learner; additionally, we asked them to identify the race or ethnicity of their student.

Survey Response Demographics

	# of Responses	Percentage
Disability	63	13%
ELL	7	1%
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Incarcerated	0	0%
Underserved	7	1%
All other	381	81%
Total	473	

What were the responses from each subgroup:

Disabilities

I would like for them to stay a little longer I don't feel my son learned anything in summer school he needed that little extra help and didn't receive it I feel

Programs for high functioning autistic kids.

Programs geared specifically towards children with special needs as they are extremely underserved in this area

Something for special needs or learning disabilities.

Technology classes

GHS Basketball camp

I think it would really serve another level of students, with funding , transportation maybe we could reach the under served.

He went to 1 day. The schedule seemed structured more like summer school than camp. I was disappointed by how little time outside was scheduled each day.

One focused on social/emotional learning and skill development.

I loved what was offered and would love to see more options for everyone, no specific requests though.

Schedule of summer programs conflict with other summer opportunities

Driver's Training

More options for CTE and college credit partnerships; Writing; Consideration of what your data is telling you and what you feel you need to do to fill the gaps for your students.

Opportunities for students with disabilities that aren't eligible for ESY

Summer school designed for special needs kids who need to maintain their academic skills in math and reading during the

break. Stem camp is great for fun but need more focused camps for the core areas of learning.

An additional STEM Academy session would be great as this filled up within hours of notifying parents the enrollment was open. My son thoroughly enjoyed the experience!

Animal science or career driven activities for younger kids. Daughter wants to be a vet.

Class for learning musical instruments

Computer Coding, Personal Finance, African American History

Dyslexia Tutoring specifically with the Orton Gillingham approach

Either more time allowed or additional assistance (para use) for those who have learning disabilities and have more than one class to complete.

Free tutors

I'd like to see more weeks added. The socialization is good for my child, as well as it keeps him from sliding backwards and forgetting things. He does not like to work with us at home and, therefore, having a teacher and other children present gives him more motivation and desire to keep learning.

Love that Goddard has these opportunities for our children. It was wonderful for the children!

Reading program, mobile library

Social/emotional or friendship type groups/programs

Something like Big Cat Summer Retreat for kids in high school

ELL

More Math and Science programs

Any extra learning activities during the summer would be of interest.

Homeless

Did not know enough information about summer learning programs

Has not attended usd 265 until this year

Foster

Champs camp for more students than just the "at risk" students.

Migrant

My son attends sports

Other Underserved

Summer camp for younger kids 5th grade and younger

YESS Camp for individuals with intellectual and physical disabilities. It's half day M-Th in the morning.

No Response from incarcerated

Below is a summary from our Executive Director of the Special Education Cooperative further highlighting how students in many of the subgroups in this section have been supported and will continue to be through future ESSER III allocations.

1. Additional Psychologists: We hired additional school psychologists in our districts. These individuals have helped teachers by providing supports for students who might be going through the general education intervention process. Earlier intervention has been key to helping students be successful in school.

2. Social Workers: We hired a social worker for each building within our district. These individuals have helped provide mental health support for all students and not just special education students. They also play a big part in helping support our families with individual needs outside of the school day.

3. Additional Summer Learning Opportunities – All extended learning programs were available to all students. This allowed our students with disabilities to be in classes with their general education peers and take advantage of the extended learning opportunities plus having breakfast and lunch provided. These programs were extremely successful for our students to not have as much learning loss over the summer months.

4. Long Term Subs: The extra ESSER funds have allowed us to hire long term special education subs that have helped within the classroom. These staff members have been a valuable resource in helping support students in the general education classroom. It has allowed us to continue with learning even if the classroom teacher is sick or has to be gone for a given day.

5. Hiring more teaching staff: We have added additional teaching staff at the elementary and high school levels. This has allowed us to individualize instruction for our students and meet their individual needs within a general education setting. The extra special education staff have worked alongside our general education staff to provide a more inclusive environment for our students.

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

As highlighted throughout this document the district has utilized many different ways to seek feedback (both formal and informal) focused on how to truly meet the needs of each student.

Summary of Formal Opportunities

1) Community Retreat and State of the District event - The Community Retreat is held each summer and the State of the District each winter. Both events typically have 200 attendees made up of parents and community leaders. Throughout the pandemic, these events were designed to seek and collect feedback.

How many of the general public participated? 339 from the public are on the list for the Summer 2022 in-person meeting that reviewed ESSER expenditures and provided the following feedback.

2) Social Media, Newsletters, and Direct Communication from Principals - These traditional means of communication have been helpful throughout the pandemic not only to provide information but also to seek opinions and input. In order to effectively collect and organize this feedback, the district created specialized email accounts for pandemic related feedback.

3) PTO's, Site Councils, Board of Education Work sessions, and Parent/Teacher Conferences - These are examples of meetings that have been hosted throughout the pandemic giving our parents and patrons the opportunity to provide feedback in person to supplement the information we received through online resources.

Public Feedback Received Via District-Wide Family Survey

Survey Response Identified Demographics

	# of Responses	Percentage
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Homeless	2	0%
Poverty	8	2%
Foster	4	1%
Migrant	1	0%
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Examples of Verbatim Feedback Regarding Current Extended Learning Opportunities and What Could be Added if Additional Resources Were Available.

* The current programs were fine it would be cool to see them extended a little longer. My daughter really loved the programs. She was sad when it ended.

* Schedule of summer programs conflict with other summer opportunities.

* Did not know enough information about summer learning programs.

* STEAM for intermediate and middle school students.

* I love the programs available.

* Summer enrichment: art, music, reading programs and more summer classes available.

* I'd like to see more weeks added. The socialization is good for my child, as well as it keeps him from sliding backwards and forgetting things. He does not like to work with us at home and, therefore, having a teacher and other children present gives him more motivation and desire to keep learning.

- * College prep or life prep (how to budget, pay bills, write checks, balance checkbooks/bank accounts, how to write resumes, etc) for incoming Juniors and Seniors. They need to know what to expect once they graduate whether they plan to attend college or not.
- * Perhaps a program geared to help further develop the social/ emotional aspect of the child.
- * One focused on social/emotional learning and skill development.
- * Programs geared specifically towards children with special needs as they are extremely underserved in this area.
- * We love champs camp for our child thank you for providing it!
- * Reading/writing camp for 5-6th graders.

What was the response on how ESSER III funds should be spent?

1. Continue w/the long term subs in buildings. Such a great help!!
 2. Additional tutoring or educational opportunities throughout the school year The Covid learning loss and it's impact. With that, great job Goddard! Also, how can we as parents Donate to help?
 3. After school program/activities for students not involved in sports, etc. To connect better with peers and provide social/emotional, self/social awareness,. Many middle school students are missing positive life experiences.
 4. More sick days for staff COVID automatically takes someone out for 5 days minimum, even when feeling well
 5. Counseling for students Many students were effected mentally by Covid - I would love there to be resources for students to work through this!
 6. I'm mostly concerned with the mental health of our students as a result of Covid
 7. Extra para support class for programs Due to the increase needs of students the needs in just behavioral development, social emotional development have decreased significantly.
 8. Financially support teachers, either bonuses, raises, money for them to use in their classrooms as they choose Teachers need to be continually supported They use so much of their own resources while being underpaid
 9. Teachers and staff have been through a lot in the last few years to support kids in the midst of crisis. Other districts have given staff incentives To continue doing their best, this is something that could help boost moral and encourage teachers to keep going
 10. Staff profiles. Like the 265 police chief we just heard from. Getting to know the people responsible for the education and safety of our children.
 11. Free Breakfast option for kids Kids need the good start of the day provided by breakfast.
 12. Allow teachers to take classes on field trips Educational but fun trips are great for engaging families and giving kids something fun to look forward to.
 13. Improve ventilation. Lower teacher student ratio in rooms. In this new pandemic/endemic world, ventilation and spacing of bodies is going to be an important long term way to maintain health
 14. More MTSS interventions before adding in Special education supports
 15. More career and tech education to get more people career and higher education ready.
 16. We participated in some of the summer enrichment, some of them were very good, but our travel and sports schedules made some of that a challenge. After school enrichment, not just summer.
 17. There may not be enough money to do.....Have a fund to help staff that have depleted their sick leave due to Covid. If staff run out of sick leave and are financially struggling, their only option is a 2nd or 3rd job.
 18. More playground equipment or some recess turf at Discovery. Update teacher lounges (If others are like Discovery!)
- Teachers have been hit hard the last few years.
19. Focus on teacher retention (training, smaller class size, resources, etc). It would be awful to have our students' education "watered down" by lowering our expectations of new hires.
 20. More police officers. One per school.
 21. Updates Maybe update something's that are older in the district. Maybe some play ground equipment
 22. Further security enhancements
 23. Another building tech or some technology classes for staff.Three building techs for 14 different school environments is not enough.
 24. Increasing supports to provide early childhood services Development of readiness skills of play, emotional support and ability to interact with peers
 25. Continue to purchase cleaning supplies and focusing on social emotional development for all ages.SE is going to hit each child differently.
 26. Another Tech person More and more technology added
 27. EARLY CHILDHOOD LEARNING CENTER
 28. Putting family therapists directly into each of the schools, starting with the HS's and moving down, to help with the students entire life.

29. Are you able to set up an emergency trust fund for future pandemics?

30. Expand our German III courses to students on the Goddard High School side. All Goddard students should have equal opportunities in education. Not all students in Goddard schools have the same educational opportunities.

31. "outsourcing" school nurses to via christi to allow parents insurance to offset the cost and not have kids leave the school for minor issues.

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 noted previously, due to the dedication and cooperation among teachers, support staff, administrators and parents; Goddard USD 265 has remained open to students ever since classes started in the Fall of 2020. We believe this to be the single most important factor in mitigating most of the potential learning loss the district would have seen otherwise.

There was some initial concern with the 15% of students who were remote learners during the 2020-2021 school year that they might fall behind, however the district was committed to listening to parent and staff feedback related to the remote students, hired additional teachers so that every grade level had a dedicated remote learner, and additionally provided assistance with technology in terms of checking out Chromebooks and/or internet hot spots to families with home connectivity challenges.

In order to address any learning loss across all student demographics the district has committed a minimum of 20% of the ARP funding towards extended learning opportunities. More information about this will be provided in the next response.

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

As noted in the previous response the district is committed to offering extended learning opportunities to all students, free of charge, with transportation provided. Our intent is to remove as many of the barriers to participation as possible. Several different programs are available, including:

- 1) Kinder Prep - summer 'boot camp' program for incoming kindergarten students identified through screenings,
- 2) Champs Camp - summer program for students in grades K-4,
- 3) Stem Academy - summer program for students in grades 1-4,
- 4) Kids Rock - summer music program for students in grades 3-4,
- 5) Big Cat Summer Retreat - program for middle school students,
- 6) Credit Recovery - program for high school students to assist in catching up to their cohort,
- 7) Credit Advancement - program for high school students to earn additional high school credits,
- 8) Dual Credit - opportunity for high school students to attain college and high school credits, offered via area college,
- 9) ESY - extended school year opportunities for students with IEP's, and
- 10) Driver's Education - for 8th grade students (fee based program)

With the exception of driver's education, all other extended school year opportunities are free to families, funded with ARP section 2001(e)(1) set aside monies. For those programs (items 1-9) there were no enrollment fees or supplies fees, and transportation and meals were provided at no cost. In the summer of 2022 there were over 1,600 participants in the various programs.

It should be noted that while the ESY program (#9 above) is specifically related to students with IEP's, special needs students are welcome to participate in any of the other programs as well.

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

Remaining funds not utilized in section 2001(e)(1) related activities will continue to be spent in a way that addresses operational concerns of the district in order to maintain the expectation of keeping school open, safely. These include:

- 1) hire long term substitute teachers who report to the district daily and are assigned to any areas of need within the building; this been critical to the district's ability to cover teachers absences,
- 2) hire a facilitator of health services to lead student and staff health and safety efforts, along with additional CNA staff as needed to staff the district testing center,
- 3) purchase of adequate cleaning supplies and PPE for staff,
- 4) hire one additional specialist in the curriculum department to assist with monitoring student achievement data,
- 5) purchase of technology hardware and software solutions as needed to support remote learning as well as to assist with our students social and emotional well-being.

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

The district has hired additional social workers so that there is a dedicated social worker for every school building in the district. Previously social workers were split among buildings, the added staff allows them to develop better relationships among the students in that building, along with creating a more cohesive and effective team with building leadership - which includes the principal, assistant principal(s), counselor(s), and school psychologist.

Allocations

	Direct Allocation	True Up Allocation	Total Allocation		20% Minimum
ESSER III Allocations	\$2,932,492	\$732,038	\$3,664,530	ESSER III Allocations	\$586,499
Approved Total	\$0	\$0	\$0	Approved Total	\$0
Amount Left	\$2,932,492	\$732,038	\$3,664,530	Amount Still Needed	\$586,499
In Review Total	\$2,932,492	\$732,038	\$3,664,530	In Review Total	\$1,314,441
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
265-3-0001	Direct	True	1000	111	11A	\$1,054,753	Task Force Review
265-3-0002	Direct	False	1000	115	16	\$1,316,436	Task Force Review
265-3-0003	Direct	True	1000	121	11A	\$98,477	Task Force Review
265-3-0004	Direct	True	1000	220	11A	\$147,695	Task Force Review
265-3-0005	Direct	True	1000	210	11A	\$11,621	Task Force Review
265-3-0006	Direct	True	1000	260	11A	\$1,895	Task Force Review
265-3-0007	Direct	False	1000	610	11A	\$44,753	Task Force Review
265-3-0008	Direct	False	1000	735	9	\$105,055	Task Force Review
265-3-0009	Direct	False	2710	121	16	\$133,736	Task Force Review
265-3-0010	Direct	False	2710	220	16	\$5,045	Task Force Review
265-3-0011	Direct	False	2710	210	16	\$3,844	Task Force Review
265-3-0012	Direct	False	2710	260	16	\$65	Task Force Review
265-3-0013	Direct	False	2710	290	16	\$92	Task Force Review
265-3-0014	True Up	False	1000	115	16	\$200,000	Task Force Review
265-3-0015	True Up	False	1000	735	9	\$34,438	Task Force Review
265-3-0016	True Up	False	1000	111	11A	\$200,000	Task Force Review
265-3-0017	True Up	False	1000	121	11A	\$115,000	Task Force Review
265-3-0018	True Up	False	1000	220	11A	\$165,000	Task Force Review
265-3-0019	True Up	False	1000	210	11A	\$15,000	Task Force Review
265-3-0020	True Up	False	1000	260	11A	\$2,600	Task Force Review
265-3-0021	Direct	False	2730	610	16	\$9,025	Task Force Review

Line Item Details

Line Item ID: 265-3-0001

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

07 E 1000 111 0000 903

Account Number

CERT SALARIES-D/W

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 expenditure lines cover the certified salaries related to extended learning opportunities provided in the summer as part of district efforts to address learning loss. The staff counts are: FY21 = 26, FY22 = 84, FY23 = 90 (estimated) and FY24 = 100 (estimated) staff. These staff cover the various programs included in our narrative; such as Champs Camp, Big Cat Summer Retreat, Kids Rock, STEM Camp, Kinder Prep and High School credit recovery/advancement.

Budgeted Expenditures in SFY 2021	\$11,586
Budgeted Expenditures in SFY 2022	\$245,832
Budgeted Expenditures in SFY 2023	\$415,000
Budgeted Expenditures in SFY 2024	\$382,335
Total Expenditures	<u>\$1,054,753</u>

Status

Task Force Review

Line Item ID: 265-3-0002

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

07 E 1000 115 0000 903

Account Number

ESSER III - SUBS

Function Code

1000 - Instruction

Object Code115 - Temporary Certified Substitutes'
Salaries for Certified Staff**Allowable Use**

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

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

These expenditures cover the salary for licensed long-term substitute teacher salaries; hired a semester at a time to assure enough teaching staff throughout the year. Having at least 2 staff per building (3 in our upper grades) in FY22 and 1 per building (2 in our upper grades) in FY23 and 24 have been critical to the district maintaining staff levels so that our schools could remain open. Our district - like most - have faced difficult shortages in the availability of daily call substitute teachers, hiring full time substitute teachers has greatly helped to fill this void. FY22 included 35 FTE, FYs 23 and 24 will have between 20 and 25 staff (estimated).

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$677,346
Budgeted Expenditures in SFY 2023	\$415,000
Budgeted Expenditures in SFY 2024	\$224,090
Total Expenditures	<u>\$1,316,436</u>

Status

Task Force Review

Line Item ID: 265-3-0003

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

07 E 1000 121 0000 903

Account Number

CLASS SALARIES-PARAS-D/W

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

This expense relates to classified para salaries related to extended learning opportunities provided in the summer as part of district efforts to address learning loss from the the school closures of spring 2020. For FY22 there were 44 para educators who assisted during the summer programs, and at least that many more will help in future years as the programs continue to grow.

Budgeted Expenditures in SFY 2021	\$14,477
Budgeted Expenditures in SFY 2022	\$44,000
Budgeted Expenditures in SFY 2023	\$40,000
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$98,477</u>

Status

Task Force Review

Line Item ID: 265-3-0004

Allocation Type

Direct Allocation

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

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

Account Name

07 E 1000 220 0000 903

Account Number

SOCIAL SECURITY-D/W

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 benefits related to extended learning opportunities provided in the summer

Budgeted Expenditures in SFY 2021	\$1,930
Budgeted Expenditures in SFY 2022	\$70,765
Budgeted Expenditures in SFY 2023	\$75,000
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$147,695</u>

Status

Task Force Review

Line Item ID: 265-3-0005

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

07 E 1000 230 0000 903

Account Number

INSURANCE FRINGE-D/W

Function Code

1000 - Instruction

Object Code

210 - Group Insurance

Allowable Use

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

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

payroll benefits related to extended learning opportunities provided in the summer

Budgeted Expenditures in SFY 2021 \$183**Budgeted Expenditures in SFY 2022** \$5,438**Budgeted Expenditures in SFY 2023** \$6,000**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$11,621**Status**

Task Force Review

Line Item ID: 265-3-0006

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

07 E 1000 250 0000 903

Account Number

UNEMPLOYMENT-D/W

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

payroll benefits related to extended learning opportunities provided in the summer

Budgeted Expenditures in SFY 2021 \$24**Budgeted Expenditures in SFY 2022** \$871**Budgeted Expenditures in SFY 2023** \$1,000**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$1,895**Status**

Task Force Review

Line Item ID: 265-3-0007

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

07 E 1000 610 0000 903

Account Number

ESSER III INSTR SUPPLIES-D/W

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

classroom supplies related to extended learning opportunities provided in the summer

Budgeted Expenditures in SFY 2021 \$13,363**Budgeted Expenditures in SFY 2022** \$15,390**Budgeted Expenditures in SFY 2023** \$16,000**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$44,753**Status**

Task Force Review

Line Item ID: 265-3-0008

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

07 E 1000 735 1500 903

Account Number

ESSER III SOFTWARE-I/T

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

Expenditures for software to assist with remote learning in FY2021 and for social/emotional support for FY2022 and FY2023 (all expensed in FY22). Nearly 15% of our students attended remotely during the 2020-2021 school year, this software assisted teachers in communicating with those students. The social/emotional tool scanned student's district email accounts for key words/phrases to help assess whether a student might be in crisis.

Nearpod was the remote learning tool that was purchased. Per their website: Nearpod is an interactive classroom tool to engage students by adding interactive activities to your lessons like polls, collaboration boards, and game-based quizzes. Students can interact and submit responses through any mobile device or laptop.

Gaggle was the email screening tool that was purchased. Per their website: Since 1999, Gaggle has been the leader in helping K-12 districts manage student safety on school-provided technology. Using a powerful combination of artificial intelligence and trained safety experts, the safety solution proactively assists districts 24/7/365 in the prevention of student suicide, bullying, inappropriate behaviors, school violence, and other harmful situations. Most importantly, Gaggle continues to help hundreds of districts avoid tragedies and save lives. During the 2021-2022 academic year, Gaggle helped districts save the lives of 1,562 students who were planning or actively attempting suicide.

Budgeted Expenditures in SFY 2021	\$34,382
Budgeted Expenditures in SFY 2022	\$70,673
Budgeted Expenditures in SFY 2023	\$0
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$105,055</u>

Status

Task Force Review

Line Item ID: 265-3-0009

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

07 E 2710 126 0000 903

Account Number

ESSER III-BUS DRIVERS-D/W

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

Driver salaries related to summer learning opportunities - provided transportation free of charge to summer learners to encourage participation, particularly to those who may have been most adversely impacted by pandemic related school closures. 26 different drivers helped cover morning and mid-day routes at various times through the summer, counts in future fiscal years should be similar.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$13,161
Budgeted Expenditures in SFY 2023	\$38,575
Budgeted Expenditures in SFY 2024	\$82,000
Total Expenditures	\$133,736

Status

Task Force Review

Line Item ID: 265-3-0010

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

07 E 2710 220 0000 903

Account Number

SOCIAL SECURITY-D/W

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 benefits related to summer learning opportunities - provided transportation free of charge to summer learners to encourage participation, particularly to those who may have been most adversely impacted by pandemic related school closures

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$995
Budgeted Expenditures in SFY 2023	\$1,200
Budgeted Expenditures in SFY 2024	\$2,850
Total Expenditures	\$5,045

Status

Task Force Review

Line Item ID: 265-3-0011

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

07 E 2710 230 0000 903

Account Number

INSURANCE FRINGE-D/W

Function Code

2710 - Vehicle Operation

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

driver benefits related to summer learning opportunities - provided transportation free of charge to summer learners to encourage participation, particularly to those who may have been most adversely impacted by pandemic related school closures

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$844
Budgeted Expenditures in SFY 2023	\$900
Budgeted Expenditures in SFY 2024	\$2,100
Total Expenditures	<u>\$3,844</u>

Status

Task Force Review

Line Item ID: 265-3-0012

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

07 E 2710 250 0000 903

Account Number

UNEMPLOYMENT-D/W

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 benefits related to summer learning opportunities - provided transportation free of charge to summer learners to encourage participation, particularly to those who may have been most adversely impacted by pandemic related school closures

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$12
Budgeted Expenditures in SFY 2023	\$15
Budgeted Expenditures in SFY 2024	\$38
Total Expenditures	<u>\$65</u>

Status

Task Force Review

Line Item ID: 265-3-0013

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

07 E 2710 290 0000 903

Account Number

KPERS ACTUARIAL

Function Code

2710 - Vehicle Operation

Object Code

290 - Other Employee Benefits

Allowable Use

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

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

driver benefits related to summer learning opportunities - provided transportation free of charge to summer learners to encourage participation, particularly to those who may have been most adversely impacted by pandemic related school closures

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

Status

Task Force Review

Line Item ID: 265-3-0014

Allocation Type

True Up Allocation

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

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

Account Name

07 E 1000 115 0000 905

Account Number

ESSER III - SUBS

Function Code

1000 - Instruction

Object Code115 - Temporary Certified Substitutes'
Salaries for Certified Staff**Allowable Use**

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

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

This expenditure covers the remainder of the estimated salary for licensed long-term substitute teacher salaries; hired a semester at a time to assure enough teaching staff throughout the year. Having at least 2 staff per building (3 in our upper grades) in FY22 and 1 per building (2 in our upper grades) in FY23 and 24 have been critical to the district maintaining staff levels so that our schools could remain open. Our district - like most - have faced difficult shortages in the availability of daily call substitute teachers, hiring full time substitute teachers has greatly helped to fill this void. FY22 included 35 FTE, FYs 23 and 24 will have between 20 and 25 staff (estimated).

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$200,000**Total Expenditures** \$200,000**Status**

Task Force Review

Line Item ID: 265-3-0015

Allocation Type

True Up Allocation

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

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

Account Name

07 E 1000 735 1500 905

Account Number

ESSER III SOFTWARE-I/T

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

Expenditures to cover the final year license for social/emotional support FY2024. The social/emotional tool scanned student's district email accounts for key words/phrases to help assess whether a student might be in crisis.

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$34,438**Total Expenditures** \$34,438**Status**

Task Force Review

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

CERT SALARIES-D/W

Account Number

07 E 1000 111 0000 905

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 expenditure lines cover the remainder of the certified salaries related to extended learning opportunities provided in the summer as part of district efforts to address learning loss. The staff counts are: FY21 = 26, FY22 = 84, FY23 = 90 (estimated) and FY24 = 100 (estimated) staff. These staff cover the various programs included in our narrative; such as Champs Camp, Big Cat Summer Retreat, Kids Rock, STEM Camp, Kinder Prep and High School credit recovery/advancement.

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

Status

Task Force Review

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

CLASS SALARIES-PARAS-D/W

Account Number

07 E 1000 121 0000 905

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

This expense relates to classified para salaries related to extended learning opportunities provided in the summer as part of district efforts to address learning loss from the the school closures of spring 2020. For FY22 there were 44 para educators who assisted during the summer programs, and at least that many more will help in future years as the programs continue to grow. Due to the timing of our summer payrolls FY24 captures portion of both the summer 2023 and summer 2024 programs.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$0
Budgeted Expenditures in SFY 2024	\$115,000
Total Expenditures	\$115,000

Status

Task Force Review

Line Item ID: 265-3-0018

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

SOCIAL SECURITY-D/W

Account Number

07 E 1000 220 0000 905

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 benefits related to extended learning opportunities provided in the summer.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$80,000
Budgeted Expenditures in SFY 2024	\$85,000
Total Expenditures	\$165,000

Status

Task Force Review

Line Item ID: 265-3-0019

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

INSURANCE FRINGE-D/W

Account Number

07 E 1000 230 0000 905

Function Code

1000 - Instruction

Object Code

210 - Group Insurance

Allowable Use

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

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

payroll benefits related to extended learning opportunities provided in the summer

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$7,250**Budgeted Expenditures in SFY 2024** \$7,750**Total Expenditures** \$15,000**Status**

Task Force Review

Line Item ID: 265-3-0020

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

UNEMPLOYMENT-D/W

Account Number

07 E 1000 250 0000 905

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

Payroll benefits related to extended learning opportunities provided in the summer.

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$1,200**Budgeted Expenditures in SFY 2024** \$1,400**Total Expenditures** \$2,600**Status**

Task Force Review

Line Item ID: 265-3-0021

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 TRANSP SUPPLIES-D/W

Account Number

07 E 2730 610 0000 903

Function Code2730 - Vehicle Servicing and
Maintenance**Object Code**

610 - General Supplies and Materials

Allowable Use16 - Other activities necessary to
maintain LEA operations and services
and employ existing LEA staff.**Please describe the expenditures within the account and how they will address a COVID-19 need**

This expense related to the purchase of disposable masks for drivers and students being transported to the extended summer learning programs. Estimated future expenses to be similar, could include masks or cleaning supplies to assure the safety of both our bus drivers and summer students.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$2,140
Budgeted Expenditures in SFY 2023	\$2,185
Budgeted Expenditures in SFY 2024	\$4,700
Total Expenditures	<u>\$9,025</u>

Status

Task Force Review

ESSER III APPLICATION FOR D0268

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>
Cheney	100 W 6th Ave., Cheney, KS 67025	100 W 6th Ave., Cheney, KS 67025
<u>Superintendent Name</u>	<u>Superintendent E-mail Address</u>	<u>Superintendent Phone Number</u>
David Grover	dgrover@usd268.org	(316) 542-3512

Authorized Representative of the District Information

<u>Name</u>	<u>Position of Title</u>	<u>E-mail Address</u>	<u>Phone Number</u>
Makenzi Logsdon	Board Clerk	mlogsdon@usd268.org	(316) 542-3512

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/1459025/Covid_Flow__7_.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?

Certainly, the tracking and mitigation of reopening will be used to identify the attendance of students and teachers that may have encountered significant attendance issue due to reopening. In our effort to keep students and staff on site and to reduce positive cases, quarantine and general overall spread, cleaning and sanitizing will diligently continue with significant more supplies purchased and in stock. Appropriate PPE will continue to be provided. Working side by side with SGCO Health, KSDE, our local education service center, and CDC recommendations as well as with neighboring districts, we will follow all guidelines monitored by a multitude of teams. Most importantly, our school nurse team keeps everyone up to day in a timely manner. We provide test to stay and test to play. We track all positives, quarantine and swab daily while reporting numbers to the Board of Education, staff, community and county weekly.

USD 268 has been face to face with instruction since the fall of 2020. While this has certainly been a great challenge due to tracking and quarantining students and staff.

As we embark on a new five year KESA plan, the newly created position of Curriculum Director will be tasked with separating specific scores and standards per individual (through research-based learning loss) to guide our purchase of instructional materials and specific MTSS placements of students and teachers within the schedule. We will also work closely with TASN in this effort beginning in the second semester of 2022-23. As a result, a portion of the funds will be directed toward the funding of the curriculum director position originally approved through ESSER II.

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 surveys and hosted focus groups with 6-12 students to determine what they felt were the highest needs as well as strengths and weaknesses of the district before and during the pandemic and how things have changed.

For example; what are the positives, what can the school do better, what are negatives and need improvement, and what is the most important thing the school can do for you.

Results summary include relationships, safe and clean environment, activities and the ability for small school/community to react quickly.

Challenges include mentoring (especially for middle school students), student-drama, and social media.

As we navigate the politics of the pandemic and all parties involved concerned, it is clear students want to be in school and for the most part are willing participants in the safety pandemic mitigation for the sake of all. As time passes, it becomes clear the greatest challenge is having healthy adults to keep school functioning. The importance for online opportunities with school is also necessary.

Like most, as a result, our plan includes online curriculum, individual curriculum needs, updating some curriculum and the technology required. Curriculum alignment brought an overwhelming need for A C & I Director to the surface as well as a drop in our math performance.

We increased our CAP time with students including conversations and surveys gauging concerns as well as expanding implementation of social-emotional strategies and curriculum. An increased lack of student engagement, suffering social skills by some due to isolation, time, a shortage of intervention curriculum and highly trained employees in this area quickly came to the surface.

Student response rate was 65%. When asked broad questions, students replied with a wide range of responses. The majority of responses centered on improving/expanding facilities with the idea of hopes for improving student engagement. While students don't understand the enormity of costs associated with building or remodeling physical spaces, upon further discussion (particularly with the older student population) they did grasp and support the need for a district curriculum director based on dropping scores during and following the time missed from school as well as forced hybrid learning.

In addition, math and ELA remain at the forefront and the need to improve. Thus, the addition of a part time math instructor as well as the ELA curriculum k-12 made sense.

Without question, students supported premium pay discussed in the winter of 2021 for staff and everything they did to go make school happen.

This takes place primarily at the building level utilizing the feedback and perspectives of principals, assistant principals, teachers, counselors, social workers and school psychologists. Having educators in place to supplement the relationships already developed with students provides the district and an effective avenue in understanding the needs and challenges of students.

At our high school, the principal engaged directly with student groups to find out what support had been helpful throughout the pandemic and areas we should look to expand if additional resources were available.

Examples of feedback provided from students:

? Additional Life skills equipment (cooking stove, pots, pans, mixing bowls), laundry, etc...

? Mental Health Resources for depression and anxiety

? Art Therapy

? Additional Clubs

? More Space

? More Technology

? Additional psychologist and or counselors to help with the increase in social/emotional issues

? A coffee shop or other social place within the building for students to hang out and relax with one another

Students had the opportunity to provide feedback in partnership with their parents / guardians via district wide feedback surveys that were sent regarding how to improve and increase extended learning opportunities for all students. Survey feedback information is included throughout the following sections of the narrative.

Families

Families were also surveyed with short interactions seeking feedback for ways to help students as they returned. Families with children in multiple grades and schools struggled the most as time was a severe issue at home as people were also

overwhelmed returning to their own workplace. Families also expressed genuine concern over teacher burnout. Families (parents) also make up the majority of our site council, PALS and Booster Club which allowed for a steady stream of feedback.

The Special Education COOP was instrumental in meeting with our students and families with disabilities and crafting any additions to IEP'S during the pandemic but perhaps most importantly, after re-opening.

Our Ministerial Alliance provided critical information regarding our families within their congregation struggling in any way. It was truly an important link.

Parents always responded that keeping the doors open was the most important thing schools can do for their family.

Given the size of our district and community, our most engaged families were also members of our PALS, Booster clubs, Building and District SITE Council, and even our school staff (dual role of parent and school employee). The response rate was over 80% from these groups but dropped off when given/asked by administrators and teachers to specific sub-groups (classroom, subject area, grade level, etc...). All told, families that chose to engage specifically and understand the academic casualties of the pandemic understood and supported the decisions for premium pay, a curriculum director; part time math instructor and ELA support materials as well as middle school science that were identified.

There have been numerous outreach opportunities between the district and/or building administration and families.

Examples include:

1) Parent group attended by our superintendent for curriculum that met regularly during the 2020-21 school year. This group included practicing doctors, and focused on keeping schools open as safely as possible. This group reviewed area trends regarding Covid-19 cases and other data provided by Sedgwick County.

2) A second parent group was organized to address concerns around remote learning. During the 2020-21 school year approximately less than 5% of district students learned from home, and connected remotely via computer with their teacher. However, many were continued remote learning often due to right CDC and Sedgwick County quarantine guidelines.

3) Building principals continued to meet regularly with their site councils (made up of parents), and passed along pertinent information.

4) Information from the district regarding our focus on remaining safely open for in-person learning was the primary focus early in the pandemic and then our feedback loops shifted to allocation of resources, specifically ESSER III funding. The number one area of support was utilizing resources to make sure we had enough long-term substitute teachers to cover when teachers were out. Number two was extended educational opportunities for students.

5) Another prior to 2022-23, this survey focused on the effectiveness of extended learning opportunities for students and how this area could be enhanced through ESSER III allocations. This was an effort to identify strengths as well as weaknesses in these programs, as well as identify any obstacles keeping students or families from participating in the additional education opportunities. Respondents made it clear they overwhelming needed all students on site.

Survey Response Family Identified Demographics from our Coop :

of Responses Percentage

Disability 63 13%

ELL 7 1%

Homeless 2 0%

Poverty 8 2%

Foster 4 1%

Migrant 1 0%

Incarcerated 0 0%

Under-served 7 1%

All other 381 81%

Total 473

Examples of Verbatim Family Feedback Regarding Current Extended Learning Opportunities and What Could be Added if Additional Resources Were Available.

? The current programs were fine it would be cool to see them extended a little longer. Examples included enrichment and

elementary summer learning

? Schedule of summer programs conflict with other summer opportunities

? Did not know enough information about summer learning programs

? STEAM for intermediate and middle school students

? I love the programs available

? Summer enrichment: art, music, reading programs and more summer classes available

? I'd like to see more weeks added. The socialization is good for my child, as well as it keeps him from sliding backwards and forgetting things. He does not like to work with us at home and, therefore, having a teacher and other children present gives him more motivation and desire to keep learning.

? College prep or life prep (how to budget, pay bills, write checks, balance checkbooks/bank accounts, how to write resumes, etc) for incoming Juniors and Seniors. They need to know what to expect once they graduate whether they plan to attend college or not

? Programs geared to help further develop the social/ emotional aspect of the child .

? One focused on social/emotional learning and skill development.

? Programs geared specifically towards children with special needs as they are extremely underserved in this area

School and District Administrators including Special Education Administration

In addition to the above-mentioned work with Special Education, the administrative team (including special education) team met every Monday during school closure and continue to do every Monday to discuss COVID protocols and any challenges faced do to it. The counselors and nursing staff were included often as well. The administrative staff and leadership team continued to meet throughout the summer to develop all plans based on all other group's feedback.

Again, given the academic data, each group emphasized the need for a Curriculum Director to identify and initiate committees to identify personnel and curriculum needed to move forward.

The response rate was 100% as the leadership of nine people met for countless hours for months to hone in on how to make the greatest impact for students.

In addition to the meetings listed under the prior outreach section under "Families" the district holds regular - at least monthly - meetings with the administrative team. This includes our Superintendent, Assistant Superintendents and Principals along with departmental directors (Nutrition Services, Transportation and Maintenance departments). Leadership from our Special Education Cooperative (of which Goddard USD 265 is the host district) also attend these meetings. The district also holds a retreat for the administrative team. This provides the leadership team with multiple days of team building and professional development prior to the beginning of each school year.

Finally, the building principals meet as a group; to create and implement operational strategies with an eye towards maximizing spacing of students and limiting interactions across groups of students. This was particularly important during the early stages of the pandemic in the 2020-2021 school year. This has become a smaller emphasis as the pandemic eases.

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

Immediately when schools were closed in the spring of 2020 through reopening, all of the above entities met. Once it was clear we would reopen, all of the above-mentioned groups were invited to attend and assist in developing a safe re-opening plan. Attendance was terrific for multiple days in the summer and presented for discussion and approval by the Board of Education. This eventually transitioned into a constant discussion item by the weekly district leadership team as well as building leadership teams. While the district excels at collaboration and including the voices of many, a positive aspect truly came out with often as high 60% voluntary participation rate among these entities. This has also spurred us to re-engage with the MTSS process being led by TASN.

We have a very open relationship with the teachers and began discussing these issues in early fall of 2021. They had 100% participation and feedback. Only 16 of our 66 certified staff belong to the union so we reached out first to our BLT's and then proceeded to all teachers. They were very instrumental in identifying the needs being used and evolved eventually into premium pay (not just for teachers but all staff). Truly, the bulk of what we are doing came at the behest of teachers and are supported by administration as well as the Board of Education.

Since the original closing of on-site learning in March of 2020 district leaders have worked in partnership with teachers and support staff. From the first meeting focused on creating online learning opportunities for students through the current monthly meetings with teacher leaders regarding ESSER III this partnership has been instrumental in our district providing in-person learning each day since the start of the 2020-21 school year with the exception of 2 days prior to Thanksgiving in 2021.

One area of feedback and questions from staff was the on and off-again discussion across the state and nation about "bonus pay". Beginning with the 2020-21 school year, meetings with teacher representatives from all schools in our district and association leadership have been conducted to review COVID data and review any questions regarding ESSER expenditures and priorities. Through these conversations and presentations our entire staff became more aware of the fact that ESSER allocations were not the same amount per pupil and varied greatly between high and low poverty districts.

Feedback from these monthly meetings, summer retreats, and the district this information events was continuously used as ESSER plans have been implemented. These events were helpful in providing a deeper understanding by these stakeholder groups of the great variance in allocations between districts.

In addition to all the other teacher feedback below is a summary of direct feedback from teachers in response to what the district has already done and future ESSER considerations:

1. Data showing more math instruction needed at the secondary level
2. Middle school science curriculum to meet the standards
3. K-12 ELA curriculum
4. A district curriculum director to lead staff in purchases and implementation due to learning loss
5. Bonus pay either in the form of a "bonus check" or with morale boosters such as providing lunch or other "perks".
(Premium pay)

USD 268 began immediately responding to the pandemic. The initial response, which has continued throughout, required reaching out to the teacher's union and CTA (Cheney Teacher's Association) president Ashley Oliver. The district invited all certified staff (those belonging to the association as well as those that do not) throughout the process. This has always been our process as membership is 16 of 66 certified employees.

Over 30 staff members consistently attended meetings and offered ideas/plans incorporated by the leadership team on the best use of curriculum, delivery models and methods as well as the best use of funds.

Without question, we worked closely on a plan to award premium pay to those who were with us and adjusted that accordingly through ESSER I, II and particularly III.

As previously stated, we worked closely with our teachers in BLT, DLT but especially in faculty meetings and were able to adjust and shift throughout the pandemic. Ultimately, the need for a curriculum director to identify gaps, expanding our secondary math staff, providing premium pay constantly came to the forefront and then as the data became clear presented by the curriculum director, the need for resources in k-12 ELA was identified. All of this was teacher driven under guidance by the leadership team.

The Board of Education unanimously participated in the process and approved the plan to progress from August of 2021 through December of 2023.

Tribes

Our district has no students identifying as American Indian or Alaskan Native, but all surveys asked for thoughts and feedback regarding programs the district should continue or initiate. The feedback was consistent with the overall trends throughout our district that summer learning was beneficial and parents would like to see this program expanded. In addition, the district researched possible tribes within our school district but found that there are no active tribes within 100 miles of the district's boundaries.

Civil Rights Organization including Disability Rights Organizations

In planning for ESSER III, we reached out and asked a series of questions to city government, chamber of commerce, local business entities, children services, our local churches, KAC, and the Kansas ACLU.

While responses were mixed/varied as each of those entities seemed to be dealing with their own response, many gave opinions on what is going well with our schools, what are potential barriers or restrictions that could be removed, what other experiences could be added. Often times it crystalized around additional supports and services, before and after school programs, summer programs that included enrichment as opposed to just credit recovery and focusing on students with disabilities need for even more support in the pandemic and their learning loss.

From our Coop :

Starting in Summer 2020, the Assistant Superintendent for Human Resources and Student Services created a list and contacted multiple organizations that support and advocate for the civil rights of minority students and families. From this outreach we were able to create committees that examined how to best serve all students.

As discussed throughout this document, in the parent survey sent out in August 2022 we asked parents to identify whether their student identified under certain demographics, for instance is a student with a disability or is an English language learner; additionally, we asked them to identify the race or ethnicity of their student. All parents were surveyed, and our district can review responses by disability or learning/developmental issue, or by race/ethnicity. Overall, the district received over 470 responses. Demographics as provided in survey results.

Survey Response Family Identified Demographics

of Responses Percentage

Disability 63 13%

ELL 7 1%

Homeless 2 0%

Poverty 8 2%

Foster 4 1%

Migrant 1 0%

Incarcerated 0 0%

Underserved 7 1%

All other 381 81%

Total 473

In addition to family outreach the district identified the following organizations as provided in the ESSER toolkit.

? ACLU-Kansas

? Kansas Human Rights Commission

? Kansas Action for Children

? Disability Rights Center of Kansas

? Kansas NAACP

? Kansas Disability Resources and Advocacy Organization

While not all organizations responded or were able to give specific feedback regarding ESSER allocations some of the most helpful recommendations included:

? Extended learning opportunities (specific focus to early learning)

? Look for ways to support staff and their families

? Take advantage of extended learning opportunities and include breakfast and lunch for students

? Increase technology available to all students

? Invest in professional development for all students (specifically in supporting students with disabilities)

? Additional staffing in the area of special education

? Increase behavioral health supports

This information in conjunction with the feedback provided in the many other settings has been and will continue to be helpful as we plan and allocate resources.

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

While many of the categories have zero student population in our district, the occasional foster student and homeless student may arise. What we did find is an outpouring of support, both emotional and financial for our underserved population came in through the student assistance fund, Chamber of Commerce, City Council and multiple churches. We have a student assistance fund at each of our schools as well as at the District Office. A significant increase in F/R population helped to identify and help those families.

In our formal and informal inquiries with all groups we left room for comments as well as links to email any and all staff or send anonymous information for assistance.

Again, our conclusion for use of the funds was premium pay for staff in May of 2022 totally \$113,000 for staff retention, academically create and fund the position for a Curriculum Director for 2021-22 as approved in ESSER II and continue for 2022-23 and 2023-24 with ESSER III.

In addition, the new curriculum director is working with administrators and instructional coaches on best practice for use of learning loss funds. We hope that this will be enhanced by the data developed with the completion of work with TASN as well.

Since the beginning of the pandemic the district has attempted to identify not just the needs of the subgroups listed in this category, but the individual needs of each student. This started in the spring of 2020 with a focus on food security and technology needs. As a part of the Coop, our district has the opportunity to provide educational programming for a residential care facility to children in the foster care system and in some cases, children who have been incarcerated. During the initial stages of the pandemic, this partnership became more focused on not only providing educational services but making sure the health and safety protocols were in place and appropriate. The delivery model that was requested from the residential organization continued to change throughout the pandemic. The school district made sure, regardless of model preferred, those services were in place and delivered. The educational delivery models varied from fully remote, hybrid, and in-person.

In addition to the partnership described above, other underserved groups of students were identified and provided individual supports. We have no English Learners. Specific to children with disabilities, our special education department reached out individually throughout the pandemic and modified and altered delivery models based on the supports needed and for some students, health related concerns would not allow them to come back to school.

As we developed our ESSER III plan, the feedback and needs of these underserved groups of students helped reinforce the need for the district to continue to invest in additional learning opportunities, specifically opportunities in the summer months to continue to address any learning loss from the pandemic.

In the parent survey sent out in August 2022 we asked parents to identify whether their student identified under certain demographics, for instance is a student with a disability or is an English language learner; additionally we asked them to identify the race or ethnicity of their student.

Survey Response Demographics

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

As highlighted throughout this document the district has utilized many different ways to seek feedback (both formal and informal) focused on how to truly meet the needs of each student.

Summary of Formal Opportunities

- Throughout the pandemic, these events were designed to seek and collect feedback.
- Social Media, Newsletters, and Direct Communication from Principals - These traditional means of communication have been helpful throughout the pandemic not only to provide information but also to seek opinions and input. In order to effectively collect and organize this feedback, the district created specialized email accounts for pandemic related feedback.
- PAL's, Site Councils, Board of Education Work sessions, and Parent/Teacher Conferences - These are examples of meetings that have been hosted throughout the pandemic giving our parents and patrons the opportunity to provide feedback in person to supplement the information we received through online resources.

Public Feedback Received

Survey Response Identified Demographics

of Responses Percentage

Disability 63 13%

ELL 7 1%

Homeless 2 0%

Poverty 8 2%

Foster 4 1%

Migrant 1 0%

Incarcerated 0 0%

Underserved 7 1%

All other 381 81%

Total 473

Examples of Verbatim Feedback Regarding Current Extended Learning Opportunities and What Could be Added if Additional Resources Were Available.

? The current programs were fine it would be cool to see them extended a little longer. My daughter really loved the programs. She was sad when it ended.

? Schedule of summer programs conflict with other summer opportunities

? Did not know enough information about summer learning programs

? I love the programs available

? Summer enrichment: art, music, reading programs and more summer classes available

? I'd like to see more weeks added. The socialization is good for my child, as well as it keeps him from sliding backwards and forgetting things. He does not like to work with us at home and, therefore, having a teacher and other children present gives him more motivation and desire to keep learning.

? College prep or life prep (how to budget, pay bills, write checks, balance checkbooks/bank accounts, how to write resumes, etc) for incoming Juniors and Seniors. They need to know what to expect once they graduate whether they plan to attend college or not

? Perhaps a program geared to help further develop the social/ emotional aspect of the child .

? One focused on social/emotional learning and skill development.

? Programs geared specifically towards children with special needs as they are extremely underserved in this area

? Reading/writing camp for 5-6th graders

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 Curriculum Director provides monthly updates to the leadership team and semester updates to the Board of Education regarding results and progress for the aforementioned students.

Site Councils continued to meet, attendance at City Council meeting by school representatives, attendance by school representatives at Chamber of Commerce meetings seeking input as well as attendance at school board meetings increased significantly providing public input. Criteria would change through the process due to these concerns. Most significantly, it was outside sources (often parents) provided specific ways to improve Hybrid teaching for students out due to positive COVID tests or being quarantined.

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 found a significant increase in enrollment in our summer school program, we offer a version of elementary "head start" for our youngest who struggled as well as though who may have chosen to sit out and start prek or even kindergarten later than usual. This is a work in progress as we continue to gather data. Math was a glaring decrease and as a result we have purchased Envision curriculum for students and hired a part time secondary math instructor that was approved and funded through ESSER II and we will continue with ESSER III finds through 2023-24. The LEA will reserve not less than 20% for learning loss and the newly Curriculum Director and Instructional Coach are studying the evidence-researched programs for implementation based on committee recommendations before September, 2024

As stated previously, this continues to be a wok in progress as we finish the work with TASN regarding MTSS.

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

As previously stated, using ESSER III funds will be exhausted by September of 2024 by continuation of ESSER II approved uses through an added Curriculum Director, part time math instructor, and premium pay to retain 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 current freshman class, class of 2026, has had a downward trend in state assessment results and AIMSweb+/FastBridge results. As 7th graders this class only had 21% in the 3 and 4 category for State Assessments in math. As 8th graders this dropped to only 19% in the 3 and 4 category. Compared to the class above them, the class of 2025, who had 41% in the 3 and 4 category as 8th graders. Decreasing our students performing at a higher level by 22%.

In the fall of 2021 this class had 33% of students falling in tier 2 and 3 on the AIMSweb+ test. In the fall of 2022 this class had 42% of students falling into tier 2 and 3 on the FastBridge test. Making that a 9% increase in students that need interventions.

On the PreACT 8/9 this particular class dropped the school average in math from a 18.4 to a 16.5, a decrease of 1.9 points.

Allocations

	Direct Allocation	True Up Allocation	Total Allocation		20% Minimum
ESSER III Allocations	\$468,097	\$10,710	\$478,807	ESSER III Allocations	\$93,620
Approved Total	\$0	\$0	\$0	Approved Total	\$0
Amount Left	\$468,097	\$10,710	\$478,807	Amount Still Needed	\$93,620
In Review Total	\$355,097	\$10,710	\$365,807	In Review Total	\$93,620
Amount Left	\$113,000	\$0	\$113,000	Amount Still Needed	\$0

Line Items

ID	Allocation Type	Learning Loss	Function Code	Object Code	Allowable Use	Total Expenditures	Status
268-3-0001	Direct	True	1000	110	2	\$93,620	Task Force Review
268-3-0002	Direct	False	1000	110	2	\$30,738	Task Force Review
268-3-0004	Direct	False	1000	644	2	\$177,152	Task Force Review
268-3-0005	Direct	False	1000	100	2	\$53,587	Task Force Review
268-3-0006	True Up	False	1000	644	2	\$10,710	Task Force Review

Line Item Details

Line Item ID: 268-3-0001

Allocation Type	Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure	
Direct Allocation	YES - this item is marked for Learning Loss Set Aside Expenditure	
Account Name	Account Number	
Teacher Salary	06-1000-110-010	
Function Code	Object Code	Allowable Use
1000 - Instruction	110 - Regular Certified Salaries	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		
Per the advice of Jean Rush - Cheney has elected to move this line item to Learning loss. Cheney is hired an Interventionist Director. Data shows that since Covid, 6th grade has had 0 gains in reading, 7th grade tier 1 had a 1% gain, and 8th grade gained 5% in their tier 3 learners. Data shows that half of all Cheney's high school students fell below the reading benchmark. The Curriculum Director will align and analyze the data and establish a benchmark system in both reading and math for all high school students falling in tier 2 and tier 3. The director will also create a process for all grades to track progress and keep them on track.		
Budgeted Expenditures in SFY 2021	\$0	
Budgeted Expenditures in SFY 2022	\$0	
Budgeted Expenditures in SFY 2023	\$72,207	
Budgeted Expenditures in SFY 2024	\$21,413	
Total Expenditures	\$93,620	Status Task Force Review

Line Item ID: 268-3-0002

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

Account Number

06-1000-110-010

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

Cheney hired a part time math teacher to help assist students failing or falling behind in math tiers due to shutting down from Covid, quarantining.

Budgeted Expenditures in SFY 2021	\$0
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Budgeted Expenditures in SFY 2022	\$0
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Budgeted Expenditures in SFY 2023	\$0
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Budgeted Expenditures in SFY 2024	\$30,738
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Total Expenditures	<u>\$30,738</u>
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Status

Task Force Review

Line Item ID: 268-3-0004

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

Textbooks

Account Number

56-1000-644-400

Function Code

1000 - Instruction

Object Code

644 - Textbooks

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

On the 2019 Kansas ELA state assessment the free and reduced lunch subgroup at the high school scoring in level 1 and 2 was 71%. USD268 will address the ELA learning loss due to COVID for our most impacted subgroups through implementing interventions. Due to the wide range of levels in this subgroup, interventions will be implemented in grade levels 3-12. USD268 has identified the following resources as intervention / small group pieces to support the ELA curriculum. Tabletop Mini-lessons for reading and language have targeted support that is connected to the daily whole-group mini lessons and will be assigned based on the individual needs of each student. Rigby Leveled Libraries/Decodable Texts will be implemented to build fundamental reading skills through decodable texts and support activities. Digital Licenses (note: The license expenditures are prorated for the remainder of the ESSER III grant to be extended through May 2025) will be purchased to support students with targeted instruction for students who need additional support and intervention. These programs include, but not limited to:

Amira - Assesses oral reading fluency, screens students at risk for dyslexia and provides one to one tutoring.

Waggle - Personalized practice and instruction to support the skills taught in the classroom.

Writable - Builds independent writers through revision and feedback with scaffold writing practice

- Intro Literature print and 2 year digital subscription (fiscal year 24 and fiscal year 25) totaling \$63,201.95

-Intro Reading print and 2 year digital subscription (fiscal year 24 and fiscal year 25) totaling \$124,659.89

Budgeted Expenditures in SFY 2021 \$0

Budgeted Expenditures in SFY 2022 \$0

Budgeted Expenditures in SFY 2023 \$177,152

Budgeted Expenditures in SFY 2024 \$0

Total Expenditures \$177,152

Status

Task Force Review

Line Item Comment from KSDE

Allocation Type

Direct Allocation

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

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

Account Name

Textbooks

Account Number

06-1000-110-010

Function Code

1000 - Instruction

Object Code

100 - Personal Services - 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

Cheney is hired an Interventionist Director. Data shows that since Covid, 6th grade has had 0 gains in reading, 7th grade tier 1 had a 1% gain, and 8th grade gained 5% in their tier 3 learners. Data shows that half of all Cheney's high school students fell below the reading benchmark. The Curriculum Director will align and analyze the data and establish a benchmark system in both reading and math for all high school students falling in tier 2 and tier 3. The director will also create a process for all grades to track progress and keep them on track.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$0
Budgeted Expenditures in SFY 2024	\$53,587
Total Expenditures	\$53,587

Status

Task Force Review

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

Textbooks

Account Number

56-1000-644-400

Function Code

1000 - Instruction

Object Code

644 - Textbooks

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

On the 2019 Kansas ELA state assessment the free and reduced lunch subgroup at the high school scoring in level 1 and 2 was 71%. USD268 will address the ELA learning loss due to COVID for our most impacted subgroups through implementing interventions. Due to the wide range of levels in this subgroup, interventions will be implemented in grade levels 3-12. USD268 has identified the following resources as intervention / small group pieces to support the ELA curriculum. Tabletop Mini-lessons for reading and language have targeted support that is connected to the daily whole-group mini lessons and will be assigned based on the individual needs of each student. Rigby Leveled Libraries/Decodable Texts will be implemented to build fundamental reading skills through decodable texts and support activities. Digital Licenses (note: The license expenditures are prorated for the remainder of the ESSER III grant to be extended through May 2025) will be purchased to support students with targeted instruction for students who need additional support and intervention. These programs include, but not limited to:

Amira - Assesses oral reading fluency, screens students at risk for dyslexia and provides one to one tutoring.

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- Intro Literature print and 2 year digital subscription (fiscal year 24 and fiscal year 25) totaling \$63,201.95

-Intro Reading print and 2 year digital subscription (fiscal year 24 and fiscal year 25) totaling \$124,659.89

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$10,710
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$10,710</u>

Status

Task Force Review

ESSER III APPLICATION FOR D0269

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>
Palco	402 3rd Street, Damar, KS 67632	P. O. Box 38, Damar, KS 67632
<u>Superintendent Name</u>	<u>Superintendent E-mail Address</u>	<u>Superintendent Phone Number</u>
Casey Robinson	crobinson@usd269.net	(785) 839-4265

Authorized Representative of the District Information

<u>Name</u>	<u>Position of Title</u>	<u>E-mail Address</u>	<u>Phone Number</u>
Pam Lewallen	Clerk	plewallen@269.net	(785) 839-4265

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.usd269.net/vnews/display.v/SEC/Resources%7CDocuments>

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?

Palco USD 269 returned to in-person learning in the fall of 2020, with a remote option still available. We transitioned to a full in-person instructional model at the start of the 2021-22 academic year. We will utilize ESSER III funds to hire additional staff to reduce class size numbers and promote physical distancing, to the greatest extent possible. We will continue to support these positions, in addition to maintaining hand sanitizer stations, diligent cleaning activities for touch points in our buildings, and regular replacements of HVAC filters. The filter replacements will promote good air quality for all members of the school community within all buildings throughout the district.

Stakeholder Engagement

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

Students

All students in our district have a technology device that has been issued by the school. The principal of the schools sent out the email to all students, grades 6-12 with an attached survey to discuss the proposed ESSER III plan and to receive their feedback. This survey was also sent out in a text message and put out on social media platforms. Our ESSER III plan has taken into consideration the opinions and needs of our students. Forty-two students responded to the survey. The top three areas of need according to our students are purchasing educational technology, maintenance, repair and replacement of systems used to improve indoor air quality, and instructional materials and resources. In the open response questions, students' top suggestions were to provide our underserved students with supplies and needs they may not be able to afford, provide more hands-on activities and offer more counseling/therapy services. When asked for additional items they would like to see prioritized, the top responses were equipment (sports, shop, stage, tables) and technology items.

Families

The district held a SITE Council Meeting on November 28, 2022 to review the ESSER III guidelines and begin discussion on the needs of the district. Those in attendance were the district leadership team, students, parents, business and community members. A lengthy discussion was held on the stakeholder survey that will be used as well as the specific items the funds could be used for. Each member was also able to give some input on the needs of the district. The principal sent the survey to all parents/guardians, board of education members, teachers, and staff members via email, text message, and the use of social media. The survey was available to our community members on our social media page and school website. The ESSER III plan has taken into consideration the opinions and needs of our district families. The breakdown of the survey respondents included 16 parent/guardians, 21 school staff members, 4 school board members, and 16 community members. The top three areas of need according to our families are additional personnel to support academic interventions, behavioral and social-emotional learning supports and interventions, and instructional materials and resources (software, textbooks, curriculum). In the open response questions, the families suggested additional personnel for underserved students, equipment (sports, shop, stage, tables), and transportation.

School and District Administrators including Special Education Administration

The assistant director of our local special education cooperative was interviewed by phone in regards to the needs of the ESSER III funding. All of our Special Education teachers and our para support staff were invited to participate in the ESSER III survey. This survey was delivered to them via email, text messaging, social media, and was available on our district website. The input from the assistant director and special education staff was all considered when finalizing the plans for the ESSER III funds. All administrators in the district, which is only two were involved in the discussions on how to best utilize the ESSER III funds. The district also brought into the conversations one teacher that is currently working on her administrative certification to get fresh input on matters.

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

All district staff members received the survey by email but also had access to it on the school social media pages and school website. Twenty-one staff members responded to the survey. The districts local teachers union members were included as recipients of the district survey. Their responses were are reflected in the final survey results. The top three areas of need according to our staff members were additional personnel to support academic interventions, behavioral and social-emotional learning supports and interventions and instructional materials and resources. In the open response questions, school staff suggested additional personnel and transportation as the district's greatest need. Other suggestions included retention bonuses, money for professional development and money for additional class options for the high school.

Tribes

USD 269 has no tribal lands within the district. We reached out to a Osage Nation Educational Department in Pawhuska in Oklahoma for guidance. Tina Townley of this organization has not returned my email as of the submission of this form.

Civil Rights Organization including Disability Rights Organizations

We reached out to Jessica Herrera Russell from "Kansas Action for Children" for assistance from her perspective on how to best support students with disabilities. Ms. Russell responded with the following suggestions;

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.

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 269 has collaborated with Jon Granberry the executive director of the North Central Kansas Special Education Cooperative to ensure all students with disabilities within the district have a voice in the district's ESSER III plan. Don Burlison from "Red Line Cruisers" and Rooks County Health Center which both represents underserved students within the district, has been contacted to give guidance and support to the plan. Only one parent in the district has foster children in her care. When visiting with this parent her opinion was 1:1 technology be more available for her children in her care. USD 269 does offer 1:1 technology to students, but in some incidents students are not allowed to take the device home. She also commented about the ability of warm clothing for students in the winter time when extreme temperatures are often prevalent in Central Kansas. We do not have any English Learners, children experiencing homelessness, migratory students, or students who are incarcerated. However, all other groups had respondents and their voices are represented in our plan.

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

The district provided a survey to all district residents to respond and give feedback for the needs of the district. The most recent District Site Council meeting was open to the public and the guidelines for the ESSER III plan were reviewed. The most common requests from the District Site Council included: Updated Curriculum Materials, Differentiated Instruction Curriculum and staff development for staff on differentiated instruction practices within the general education classroom setting to support Tier II and Tier III students, Social-Emotional support services for students with academic losses due to COVID-19, and an increase in Educational Field Trips for students of all demographics. All of the feedback received from various groups has been taken into consideration in this plan.

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

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

USD 269 has approximately 100 students PreK-12 enrolled between the two buildings. When schools were shut down in the Spring of 2020, educational opportunities were provided to all of our students through remote learning. These opportunities did not meet the needs of all students due to various reasons. The start of the 2020-2021 school year was delayed a few weeks which also resulted in further instructional loss. Our 2021-2022 school year started on time but had additional challenges with students and staff be out sick or in quarantine. Many were quarantined multiple times which resulted in low attendance rates, chronic absenteeism, learning loss and disengagement. FastBridge data in both buildings over the last two years indicates more students showing some and high risk.

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

Over 20% of our ESSER III funds will address the academic impact of lost instructional time by utilizing our Student Success Paraprofessional for all students including students with exceptionalities, Tier II, and Tier III students. Small group and individual instruction will be provided to students who are currently struggling with coursework so that they do not get further behind in their studies. Summer learning will also be addressed through the high school program to support credit recovery opportunities to keep students on track to graduate with their cohort class.

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

Additional ESSER III Funds will support the addition of a transportation vehicle to further distance students from each other in a confined space, implementation of public health protocols required for the operation of school facilities, 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.

The impact of ESSER III funding will be monitored through an ongoing review of our data. Academic needs will be assessed using 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 maintaining a successful graduation rate.

Allocations

	Direct Allocation	True Up Allocation	Total Allocation		20% Minimum
ESSER III Allocations	\$158,321	\$0	\$158,321	ESSER III Allocations	\$31,665
Approved Total	\$0	\$0	\$0	Approved Total	\$0
Amount Left	\$158,321	\$0	\$158,321	Amount Still Needed	\$31,665
In Review Total	\$158,321	\$0	\$158,321	In Review Total	\$105,000
Amount Left	\$0	\$0	\$0	Amount Still Needed	\$0

Line Items

ID	Allocation Type	Learning Loss	Function Code	Object Code	Allowable Use	Total Expenditures	Status
269-3-0001	Direct	True	1000	111	12	\$10,000	Task Force Review
269-3-0002	Direct	True	1000	111	12	\$45,000	Task Force Review
269-3-0003	Direct	False	2700	732	15	\$32,321	Task Force Review
269-3-0004	Direct	True	1000	111	12	\$40,000	Task Force Review
269-3-0005	Direct	True	1000	121	12	\$10,000	Task Force Review
269-3-0006	Direct	False	1000	151	16	\$15,000	Task Force Review
269-3-0007	Direct	False	1000	113	15	\$6,000	Task Force Review

Line Item Details

Line Item ID: 269-3-0001

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

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

Summer School for learning loss due to COVID 19. This includes students with disabilities and Tier II and Tier III students.

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: 269-3-0002

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**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

Hire an elementary teacher to eliminate our combine classroom of 3rd and 4th grade students. The gap of educational ability between all of our students has created an environment of inequity between our TIER II and TIER III students as compared to our regular education population. This inequity is even greater in a combined classroom.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$23,000
Budgeted Expenditures in SFY 2024	\$22,000
Total Expenditures	<u>\$45,000</u>

Status

Task Force Review

Line Item ID: 269-3-0003

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**Function Code**

2700 - Student Transportation 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

School bus for social distancing of students to reduce the amount of COVID 19 in the district.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$32,321
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$32,321</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: 269-3-0004

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

7

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

Hire one staff member to address student learning loss due to COVID 19 to address Tier II and Tier III students.

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$20,000**Budgeted Expenditures in SFY 2024** \$20,000**Total Expenditures** \$40,000**Status**

Task Force Review

Line Item ID: 269-3-0005

Allocation Type

Direct Allocation

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

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

Account Name

ESSER III

Account Number**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

Hire interventionist teacher to assist in learning loss for Tier II and Tier III students.

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

Task Force Review

Line Item ID: 269-3-0006

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

7

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 staff for retention and recruitment of 15 certified teacher, \$500 each.

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$7,500**Budgeted Expenditures in SFY 2024** \$7,500**Total Expenditures** \$15,000**Status**

Task Force Review

Line Item ID: 269-3-0007

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

7

Function Code

1000 - Instruction

Object Code

113 - Part-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

Hire certified librarian to develop more educational opportunities for all students including but not limited to Tier II and Tier III students that suffered a dramatic learning loss due to COVID-19

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

Task Force Review

ESSER III APPLICATION FOR D0289

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>
Wellsville	602 Walnut, Wellsville, KS 660928323	602 Walnut, Wellsville, KS 66092
<u>Superintendent Name</u>	<u>Superintendent E-mail Address</u>	<u>Superintendent Phone Number</u>
Ryan Bradbury	rbradbury@usd289.org	(785) 883-2388

Authorized Representative of the District Information

<u>Name</u>	<u>Position of Title</u>	<u>E-mail Address</u>	<u>Phone Number</u>
Ryan Bradbury	Superintendent	rbradbury@usd289.org	(785) 883-2388
<u>Other District Representative 1 - Name</u>		<u>Other District Representative 1 - E-mail Address</u>	
Dr. Gwendolyn Jacobs		gjacobs@usd289.org	
<u>Other District Representative 2 - Name</u>		<u>Other District Representative 2 - E-mail Address</u>	

Plan for Safe Return

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

https://docs.google.com/document/d/16wKlguC3CCEWKJ_xQoLzBY6h8xsVgi96dXtanBb-aYs/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?

In addition to employing a full-time nurse, we have hired a Nurse's Aide who helps with testing, checking symptoms and, communicating with parents and staff regarding guarantees and various other activities to ensure the safety and health of our students and staff. In addition, we continue to supply masks, gowns, gloves etc. and keep symptomatic persons secluded. Bus drivers continue to work to keep buses clean to mitigate the spread of COVID-19.

Stakeholder Engagement

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

Students

In reviewing and developing our ESSER plan, we met with four student focus groups which consists of 32 students total and our student leadership team that consists of 8 students that included but not limited to students with disabilities (8+), foster and homeless students (3) within each building to determine their highest level of need for instruction and support due to the pandemic. The following is what yielded the most interest from these student groups.

*An improved and expanded social and emotional learning and mental health services for all

students. The 80% of students with disabilities agreed with SEL supports. 80% of students identified as homeless agreed with additional SEL supports and 100% of students in foster care agreed with these supports.

*100% of students with disabilities agreed with adding and providing personnel and support staff for academic interventions

*80% of students with disabilities said adding technology to support learning loss was highly supported. This mirrors the survey that was sent out to our students who indicated that technology was a high priority (30+ students responded to this). 100% students in foster care indicated that technology was important.

Our ESSER plan takes these recommendations into consideration and addresses their needs within this plan. In addition, the areas of need listed above also support our district strategic plan which was created and developed by facilities committee comprise of parents, patrons(young and elderly), civic community members, staff, administrators and students from all subgroups. These groups include 50+ members.

Families

We continue working closely with our families to develop our ESSER support plan. We have met with parent/community members throughout the year and have also engaged our building and district leadership team. These teams and meetings throughout the year included 100 parents/community members throughout the year. Through those meetings and conversations we were able to receive feedback, it was clear that our parents/community are most interested in seeing the following items show up in our ESSER plan:

*Expanding social and emotional learning and mental health services for students, parents and staff. This was evident with our parents who had students with disabilities (included roughly 35+ parents) as over 50% indicated this need.

*Continuing after school programs was a top priority for our parents with disabilities and parents in HS/MS level as well with 41-50% responding a need for such programs

*Providing additional behavioral support and interventions - Supported by 50% by parents, 41% by parents with disabilities

*Ensuring we have personnel and support staff for academic intervention was top priority for our parents with disabilities, teaching staff and parents. 55% of parents with disabilities indicated this need.

*Technology access during times of off-campus or remote learning during COVID19 - 80% supported by parents but 100% students in our survey indicated this as a top priority (which consisted of about 30 students)

Several of these suggestions from our parents are reflected in the plan we developed and all of these work to support our strategic plan/goals that was created and developed by facilities committee comprise of parents, patrons(young and elderly), civic community members, staff, administrators and students from all subgroups.

School and District Administrators including Special Education Administration

Our administrative teams have met regularly to review the needs of our student and staff populations both at the building and district level. These meetings and various conversations have included a review of feedback and focus group data from our various special population groups and have included various leaders such as school psychologists, social workers and our COOP Sped Director, Dan Wray. As a result of these conversations, the following have been determined as most important to address in our district.

Additional personnel and staff support for academic intervention - 55% or more indicated this need.

Additional instructional material and resources that are evidence-based and align with the strategic goals of the district- 100% of our group indicated a need for improved instructional materials.

Continued support and expansion of social and emotional learning and mental health services and curriculum

After-school tutoring programs

Additional Social Worker - supported 100% by district and sped administration

As you review our ESSER plan, the above-identified needs are built in our ESSER plan and play a predominant role. Our continued dialogue with our COOP on monthly basis, administrators and other district leaders monthly/bi-monthly basis, we continue to support our strategic plan/goals that was created and developed by facilities committee comprise of parents, patrons(young and elderly), civic community members, staff, administrators and students from all subgroups.

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

Our ESSER plan has been a collaborative effort of multiple stakeholder groups, including staff, students, parents, administration, and teacher union - WEA three to four times a year. Our plans are reflective of those various conversations. Highlights of these collaborative conversations include:

*After-school and summer school programs - 41% supported by families, teachers and staff

*Additional instructional material and resources to address learning gaps in reading and math - 100% of stakeholders supported.

* Funding for health aide

*Funding for the social worker at each building - high need for our stakeholders. 100% of groups indicated a need for each building to have a social worker.

As you review our ESSER plan, the above-identified needs are built in our ESSER plan and play a predominant role. Our continued dialogue with our teacher teams (BLT, DLT) on a monthly basis and WEA bi-monthly, administrators and other district leaders monthly basis, we continue to support our strategic plan/goals that was created and developed by facilities committee comprise of parents, patrons(young and elderly), civic community members, staff, administrators and students from all subgroups.

Tribes

Based on the Tribal Leaders Directory, USD #289 does not have any federally or state-recognized tribes within its boundaries. Our school information system indicates that we have 7 students enrolled in the district who identify as Native American. Therefore, we have contacted these families and through our communication efforts, we received feedback that all 7 families indicated funds would benefit students in the following areas:

*After-school and summer school programs

*Additional instructional material and resources to address learning gaps in reading and math

* Funding for health aide

Civil Rights Organization including Disability Rights Organizations

We contacted the following civil rights organizations to seek input on priorities to meet best the needs of all populations of our students for ESSER III expenditures: ACLU of Kansas, Kansas Human Rights Commission, Kansas Action for Children, and the Disability Rights Center of Kansas. In the responses we received, there was support for the following priorities: summer learning programs, additional personnel, and staff for academic intervention, expand social and emotional learning/mental health services. Additionally, we plan to implement the following supports to benefit all student populations:

*PPE and Sanitation Supplies

*Incentive Stipend for academic intervention

*Technology supports for distant learning

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

In reviewing our student information system, we confirmed that we serve 172 children with disabilities, 1 English Learner, 46 children experiencing homelessness, and seven children in foster care. We have 0 migrant and incarcerated students. Where representation in each group occurs, we have contacted families directly and asked for their feedback. We have worked closely with our students and representatives of the subgroup populations in our school district in developing our ESSER support plan. Through surveys and the many conversations with stakeholders within these subgroups, it was clear that the following supports were most needed.

*Additional Social Worker - supported by most of our subgroups especially children with disabilities at 80% and supported by our homelessness population at over 80%

*Additional Interventionist/Math MTSS - 100% of our children with disabilities saw the need for intervention supports in math/reading. 100% of our ELL saw the need for intervention supports in math/reading. 100% of our homeless population saw the need for intervention supports in math/reading. 100% of our children identified in foster care saw the need for intervention supports in math/reading.

*Funding for health aide - supported by children with disabilities at 85% and 100% of children identified as homeless.

*MTSS Tiered Intervention Program/materials PreK-12 (Math/ELA focus) - 80% of the students with disabilities indicated this as a top need, while 80% of the students experiencing homelessness indicated this as a top need.

As you review our ESSER plan, the above-identified needs are built in our ESSER plan and play a predominant role. Our continued dialogue with students and getting feedback through conversations and surveys, we continue to support our strategic plan/goals that was created and developed by facilities committee comprise of parents, patrons(young and elderly), civic community members, staff, administrators and students from all subgroups. These groups include 50+ members

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

After collecting feedback from our various stakeholder groups, our stakeholder teams took time to analyze the data and determining ways to share the results with our patrons and provide opportunities for community feedback/input. We shared the results of our feedback with various planning teams, as well as sent out personal emails with a survey, posted on our website and put them in our monthly board meetings.

We had our community and patrons provided feedback on our results and we continue to collect this feedback throughout the year to ensure we are addressing the needs of our families, community members, and students during our facilities meetings and chamber meetings. The feedback consisted of 75 family groups and 25 community and council members.

Many identify areas of need aligned to the strategic goals, which is continuously reviewed each year with our facilities and strategic planning committees who is comprise of parents, patrons(young and elderly), civic community members, staff, administrators and students from all subgroups. These groups include 50+ members.

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.

Two years ago, during the 2020-2021 school year, USD 289 was onsite and in-person for most of the academic year. Parents were provided with a Parent Choice to Remote Learning option, where less than 10% of our students K-12 opted for this choice. For the 2021-2022 school year, USD #289 has been operating in person and onsite for all students. While we had small gains the past year, our data showed student learning loss with a significant impact on our primary grades. Our Fall academic screening data from Fastbridge indicated that 44% were at some or high risk while 56% of students were on track in Reading. In our Fastbridge math screening, we saw similar results with 41% at some/or high risk and 59% of students were on track. Our biggest gaps exist in the primary grades in reading and middle/secondary grades in math.

In addition, we continued to see high levels of staff and students out sick or in quarantine especially in the beginning of the school year. This contributed to low attendance rates, chronic absenteeism, learning loss and overall disengagement with learning.

Our data also showed an impact on the mental health of our students and students' families. Moreover, the impacts of learning loss and mental health continued to impact our various subgroup and at-risk populations.

Our student population preK-12 for the 2021-2022 school year was 749 students with 192 identified as at-risk.

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

The LEA will use its reserved funds under section 2001(e)(1) of the ARP Act to address the following academic impact of lost instructional time:

*Implementation of MTSS Tiered Intervention K-12 program with evidence-based resources and materials identified in Sec. 8101(21) of ESEA (Math/Reading and SEL)

Evidence:

Coyne, M. D., Oldham, A., Dougherty, S. M., Leonard, K., Koriakin, T., Gage, N. A., Gillis, M. (2018). Evaluating the effects of supplemental reading intervention within an MTSS or RTI reading reform initiative using a regression discontinuity design. *Exceptional Children*, 84(4), 350–367.

Gersten, R., Newman-Gonchar, R. A., Haymond, K. S., & Dimino, J. (2017). What is the evidence base to support reading interventions for improving student outcomes in grades 1–3? (REL 2017-271). Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Southeast. Retrieved from <http://ies.ed.gov/ncee/edlabs>.

Taylor, J. A., Getty, S. R., Kowalski, S. M., Wilson, C. D., Carlson, J., & Van Scotter, P. (2015). An efficacy trial of research-based curriculum materials with curriculum-based professional development. *American Educational Research Journal*, 52(5), 1–34.

* 95% Percent Phonics, 7 Mindsets, IXL, PATHS, ASQ & ASQ-SE, Heggerty Phonemic Awareness, Direct small group instruction/interventions, Kagan Strategies, Trauma Informed practices

Evidence:

Schechter, R. L. & Lynch, A. D. (2022). 95 Phonics Core Program: 2021-2022, grades K-2 efficacy study. Learning Experience Design (LXD) Research

Valleley, R.J., & Roane, B.M. (2010). Review of Ages & Stages Questionnaires: A Parent-Completed Child Monitoring System, Third Edition. In R.A. Spies, J.F. Carlson, & K.F. Geisinger (Eds.), *The eighteenth mental measurements yearbook* (pp. 13–15). Lincoln, NE: Buros Institute of Mental Measurements.

Kagan, S. *Kagan Structures: Research and Rationale in a Nutshell*. San Clemente, CA: Kagan Publishing. Kagan Online Magazine, Winter 2003.

Lyman, F. *Metacognition and Its Importance in the Thinking Process*. Kagan Online Magazine, Issue #60. San Clemente, CA: Kagan.

7 Mindsets Instruction Improves Student Behaviors. (n.d.). Retrieved December 8, 2022, from <https://info.7mindsets.com/lp/7mindsets-instruction-improves-student-behaviors>

*Implementing curriculum materials aligned with the Science of Reading practicing and training staff in the Science of Reading

95 Percent Group, IXL, Explicit systematic instruction in Phonics (Elevate), Heggerty

Evidence:

Schechter, R. L. & Lynch, A. D. (2022). 95 Phonics Core Program: 2021-2022, grades K-2 efficacy study. Learning Experience

Design (LXD) Research

Valleley, R.J., & Roane, B.M. (2010). Review of Ages & Stages Questionnaires: A Parent-Completed Child Monitoring System, Third Edition. In R.A. Spies, J.F. Carlson, & K.F. Geisinger (Eds.), *The eighteenth mental measurements yearbook* (pp. 13–15). Lincoln, NE: Buros Institute of Mental Measurements.

Kagan, S. *Kagan Structures: Research and Rationale in a Nutshell*. San Clemente, CA: Kagan Publishing. Kagan Online Magazine, Winter 2003.

Lyman, F. *Metacognition and Its Importance in the Thinking Process*. Kagan Online Magazine, Issue #60. San Clemente, CA: Kagan.

*Offering after school and summer school programs to bridge academic gaps, specifically in the primary grades.

Evidence:

S. McCombs, J. S., Augustine, C., Schwartz, H., Bodilly, S., McInnis, B., Lichter, D., & Cross, A. B. (2012). Making summer count: How summer programs can boost children's learning. *Education Digest: Essential Readings Condensed For Quick Review*, 77(6), 47–52. Retrieved from https://www.rand.org/content/dam/rand/pubs/monographs/2011/RAND_MG1120.pdf

Terzian, M., & Moore, K. A. (2009). What works for summer learning programs for low-income children and youth: Preliminary lessons from experimental evaluations of social interventions. Washington, DC. Author. Retrieved from <https://www.childtrends.org/wp-content/uploads/2009/09/2009-41WWSummerLearning.pdf>

Browne, D. (2013). Think summer: Early planning, teacher support boost summer learning programs. *Journal of Staff Development*, 34(6), 46–49. Retrieved from <https://learningforward.org/docs/defaultsource/jsddecember-2013/browne346.pdf?sfvrsn=2>

*Offering credit recovery, core support at the secondary level for students to decrease learning gaps and provide opportunities to keep students on track to graduate with their cohort class.

Evidence:

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-specialreportkeeping-studentson-a-path>

Oliver, K., Osborne, J., P Bottoms, G., & Anthony, K. (June, 2005). Raising achievement and improving graduation rates: How nine High Schools That Work sites are doing it. Southern Regional Education Board.

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

The additional funds consistent with section 2001(e)(2) of the ARP Act will include the implementation of public health protocols required for the operation of facilities, providing mental health services and support to students, families and staff. In addition, supporting additional teacher duties and retention/incentives for staff.

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

We will provide ongoing monitoring and review of our data to assess the impact of ESSER funding. Student academic needs will be reviewed using our Fastbridge screener in the fall, winter and spring, on-going progress monitoring throughout the year and our formative and summative data from the Kansas Assessment. Social, Emotional and Mental Health needs will be reviewed through SAEBRS (Social, Academic, and Emotional Behavior Risk Screener) up to three times a year (fall, winter, and spring) and the Kansas Communities that Cares (KCTC) survey taken annually by secondary students. We will also review our subgroup data, ensuring the needs of all students are being met, including students from low-income families, students of color, students with disabilities and our homeless population.

Allocations

	Direct Allocation	True Up Allocation	Total Allocation		20% Minimum
ESSER III Allocations	\$499,478	\$0	\$499,478	ESSER III Allocations	\$99,896
Approved Total	\$0	\$0	\$0	Approved Total	\$0
Amount Left	\$499,478	\$0	\$499,478	Amount Still Needed	\$99,896
In Review Total	\$499,478	\$0	\$499,478	In Review Total	\$244,362
Amount Left	\$0	\$0	\$0	Amount Still Needed	\$0

Line Items

ID	Allocation Type	Learning Loss	Function Code	Object Code	Allowable Use	Total Expenditures	Status
289-3-0001	Direct	False	1000	110	16	\$191,796	Task Force Review
289-3-0002	Direct	True	1000	300	3	\$40,742	Task Force Review
289-3-0003	Direct	True	1000	110	12	\$60,000	Task Force Review
289-3-0004	Direct	False	1000	121	2	\$20,000	Task Force Review
289-3-0005	Direct	False	1000	653	9	\$12,000	Task Force Review
289-3-0006	Direct	True	2120	670	12	\$4,725	Task Force Review
289-3-0007	Direct	True	2213	330	12	\$60,000	Task Force Review
289-3-0008	Direct	False	4900	890	13	\$30,000	Task Force Review
289-3-0009	Direct	False	1000	610	7	\$1,320	Task Force Review
289-3-0010	Direct	True	1000	610	12	\$13,460	Task Force Review
289-3-0011	Direct	True	1000	610	12	\$27,306	Task Force Review
289-3-0012	Direct	True	2500	330	3	\$4,000	Task Force Review
289-3-0013	Direct	True	2100	330	12	\$14,129	Task Force Review
289-3-0014	Direct	True	1000	110	12	\$20,000	Task Force Review

Line Item Details

Line Item ID: 289-3-0001

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

Salary

Account Number

07-1000-110-00-002

Function Code

1000 - Instruction

Object Code

110 - Regular Certified Salaries

Allowable Use

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

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

Due to learning loss caused by COVID 19 pandemic and the impact COVID 19 has had on high-quality teachers leaving the profession, we will provide a premium/incentive pay to all staff to ensure that USD 289 does not continue to lose staff when it is becoming increasingly necessary to recruit and retain high quality staff. USD 289 would provide a lump sum of \$1000.00 in 21-22 SY and a lump sum of \$700 in 22-23SY. In addition, this will specifically help our disproportionate populations by retaining current staff who have established and built relationships with our students and parent/families. It also allows us to continue to provide smaller class sizes, employing staff in support positions such as intervention groups and offering more individualized instruction for our students in greatest needs. Last, retaining high quality staff ensures we can offer the social emotional supports necessary throughout the year.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$116,796
Budgeted Expenditures in SFY 2023	\$75,000
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$191,796</u>

Status

Task Force Review

Line Item ID: 289-3-0002

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

Contracted Services

Account Number

07-1000-300-00-002

Function Code

1000 - Instruction

Object Code300 - PURCHASED PROFESSIONAL
AND TECHNICAL SERVICES**Allowable Use**3 - Providing principals and other
school leaders with resources to
address individual school needs.**Please describe the expenditures within the account and how they will address a COVID-19 need**

The COVID 19 pandemic has highlighted the importance of providing highly effective professional development for our staff as well as continued support in order to close the achievement gap caused by the pandemic. The School Improvement Services (SIS) consortium with Greenbush assists and supports our district in providing instruction, assessment and PD. It addresses learning loss and supports our teachers in reviewing data, implementing highly effective instructional strategies, and addressing learning loss in literacy, math as well as addressing the social emotional needs of our students and staff. Some of the PD provided by Greenbush includes but not limited to PLC work in reading/math data for tiered interventions, best instructional practices, literacy practices and science of reading training for all staff, Math intervention instruction/direct instruction. In addition, we provided staff with additional PD in PLC training, 7 Habits of Mind. SY23 we have included continued PLC work/training for staff, training in IXL, Horizon Elevate, 95% Group and Really Great Reading, continued training in Science of Reading for our T2 and T3 students: Four Part Processor, Vocabulary Instruction across all content and training in differentiation in tier 2, and 3. We will continue to provide training and resources that align and support learning loss due to COVID 19 pandemic.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$10,742
Budgeted Expenditures in SFY 2023	\$30,000
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$40,742</u>

Status

Task Force Review

Line Item ID: 289-3-0003

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 Salary

Account Number

07-1000-110-00-002

Function Code

1000 - Instruction

Object Code

110 - Regular Certified Salaries

Allowable Use

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

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

The COVID-19 pandemic has taught us that we need to provide supports to students who need additional support in math instruction/math literacy. The position will help address learning loss in the area of mathematics, both past and present, provide direct and specialized instruction, all working together to ensure all students achieve proficiency in math.

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

Status

Task Force Review

Line Item ID: 289-3-0004

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 Aide

Account Number

07-1000-121-01-002

Function Code

1000 - Instruction

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

The COVID 19 pandemic highlighted the need for us to maintain a safe and healthy environment for our students to learn. In doing so, there was a great need to hire a Nurse's aide to help support the efforts of mitigating the spread of COVID in our schools. The Nurse's Aide position is necessary for us to be able to support all students' medical needs, manage quarantine information and support the health and well being of staff throughout the pandemic and beyond. The funds would be used to for the Nurse's Aide salary.

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

Status

Task Force Review

Allocation Type

Direct Allocation

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

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

Account Name

Software License

Account Number

07-2225-653-00-022

Function Code

1000 - Instruction

Object Code

653 - Software

Allowable Use

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

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

The COVID-19 pandemic helped us understand that we need to be ready at all times to safely and effectively facilitate learning through technology. Purchasing of educational technology to support student learning and teacher instruction during quarantines caused by COVID-19 is necessary and so is internet security software to protect our students and equipment. Go Guardian is a technology program that provides teachers effective and efficient ways to manage and operate technology in a 1:1 environment and support student learning.

Budgeted Expenditures in SFY 2021 \$0

Budgeted Expenditures in SFY 2022 \$0

Budgeted Expenditures in SFY 2023 \$12,000

Budgeted Expenditures in SFY 2024 \$0

Total Expenditures \$12,000

Status

Task Force Review

Allocation Type

Direct Allocation

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

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

Account Name

Software - Interventions Assessment

Account Number

07-2120-670-01-002

Function Code

2120 - Guidance Services

Object Code

670 - Testing Supplies and Materials

Allowable Use

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

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

The COVID - 19 pandemic taught us that supplemental academic programs support students in their learning and can help address learning loss. As such, we will continue with purchasing programs that include but not limited to the following: IXL, 95% Group, Elevate, Fastbridge, Heggarty, learning without Tears, Really Great Reading and other programs that support tiered instruction, the science of reading/literacy and math literacy. These resources can be accessed at home through digital platform or in school and have the option to differentiate with direct/ teacher-led instruction.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$4,725
Budgeted Expenditures in SFY 2023	\$0
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$4,725</u>

Status

Task Force Review

Line Item ID: 289-3-0007

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

Support - Professional Learning

Account Number

07-2213-330-01-002

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

Due to the learning loss caused by the COVID 19 pandemic, USD 289 recognized providing additional support to students who have experienced learning loss in the area of literacy is paramount. Contracting with a Literacy Specialist through Greenbush will provide the additional support for students and staff to help close the instructional gaps. The Literacy Specialist will assist staff in reviewing and interpreting data, modeling highly effective instructional strategies, and support our Literacy MTSS K-12 model. In addition, the Literacy Specialist will aid in identifying areas of literacy deficits and work to ensure all students achieve proficiency in reading.

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

Task Force Review

Line Item ID: 289-3-0008

Allocation Type

Direct Allocation

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

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

Account Name

Building Upkeep -Contracted Services

Account Number

07-4900-400-00-003

Function Code

4900 - Other Facilities Acquisition and Construction

Object Code

890 - Other Miscellaneous Expenditures

Allowable Use

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

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

The COVID 19 pandemic illuminated the need for us to provide a safe and healthy environment for our students and staff. In order to ensure our buildings are safe for learning, providing a clean and sanitized environment is necessary. Contracting with a maintenance services allowed us to clean and sanitized the buildings upon students and staff safe return. In addition, it allowed to purchase additional cleaning supplies and materials to maintain a safe and healthy learning environment throughout the year.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$15,000
Budgeted Expenditures in SFY 2023	\$15,000
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$30,000</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

General Supplies

Account Number

07-1000-610-01-000

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 COVID 19 pandemic illuminated the need for us to provide a safe and healthy environment for our students and staff. In order to ensure our buildings, staff and students are safe for learning, providing a clean and sanitized environment is necessary. Purchases additional cleaning supplies and materials to maintain a safe and healthy learning environment throughout the year is necessary. In addition, these supplies also include additional PPE for nurses, such as face masks, gowns, as well as handheld, one touch thermometers for building use, and Sanitizer Dispenser stands.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$1,320
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$1,320</u>

Status

Task Force Review

Line Item ID: 289-3-0010

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

Account Number

07-1000-640-01-002

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 COVID - 19 pandemic taught us that supplemental academic programs support students in their learning and can help address learning loss. As such, we will continue with purchasing programs that include but not limited to the following: IXL, 95% Group, Elevate, Fastbridge, Heggarty, learning without Tears, Really Great Reading and other programs that support tiered instruction, the science of reading/literacy and math literacy. These resources can be accessed at home through digital platform or in school and have the option to differentiate with direct/ teacher-led instruction.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$6,460
Budgeted Expenditures in SFY 2023	\$7,000
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$13,460</u>

Status

Task Force Review

Line Item ID: 289-3-0011

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

Account Number

07-1000-640-01-003

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 COVID - 19 pandemic taught us that supplemental academic programs support students in their learning and can help address learning loss. As such, we will continue with purchasing programs that include but not limited to the following: IXL, 95% Group, Elevate, Fastbridge, Heggarty, learning without Tears, Really Great Reading and other programs that support tiered instruction, the science of reading/literacy and math literacy. These resources can be accessed at home through digital platform or in school and have the option to differentiate with direct/ teacher-led instruction.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$27,306
Budgeted Expenditures in SFY 2023	\$0
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$27,306</u>

Status

Task Force Review

Line Item ID: 289-3-0012

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

PD District - SEL

Account Number

07-2500-330-00-002

Function Code

2500 - Central Services

Object Code330 - 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**

The COVID-19 pandemic caused learning loss in the area of social and emotional learning. The purchase of the Leader in Me social and emotional curriculum last year is supported by continued training of our staff on the 7 Habits of Mind. Professional development for all staff in SEL and Trauma informed care is critical in meeting the needs of our students in order to help lessen the achievement gap.

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: 289-3-0013

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

Support Professional Learning

Account Number

07-2213-330-01-003

Function Code

2100 - Support Services (Students)

Object Code

330 - Professional Employee Training and Development Services

Allowable Use

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

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

The COVID-19 pandemic taught us that we need additional time and training to address the learning in literacy due to the pandemic. To address this, we will move forward with providing all teachers with literacy training something we will continue to build on each year. Professional development that focuses on best instructional practices in literacy can help teachers identify and target students who have learning loss.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$4,129
Budgeted Expenditures in SFY 2023	\$10,000
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$14,129</u>

Status

Task Force Review

Line Item ID: 289-3-0014

Allocation Type

Direct Allocation

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

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

Account Name

Summer School

Account Number

07-1000-110-00-002

Function Code

1000 - Instruction

Object Code

110 - Regular Certified Salaries

Allowable Use

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

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

The COVID 19 pandemic illuminated the need for us to offer summer programming for students to address learning loss and health and wellness of our students. This program provides a rich and robust summer school experience to address learning loss in math and reading, social emotional needs and provide a variety of learning opportunities for our students. The summer school experience is offered to all K-5 students, while some students who exhibited higher needs are extended invitations to participate; however, we do not turn students away from an enriching opportunity. Our staff will take part in planning and creating the summer program, engage in professional development, utilize evidence based resources and curriculum and have the support services available to work with our students. We are expecting to have 4-5 teacher and 30 plus students.

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

Status

Task Force Review

ESSER III APPLICATION FOR D0294

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>
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://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-obhNAbWtHg4xEpEnY2mjZb2IEGcKjIgo/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/1sOBaWaNn7UQAJ320IBsxKaGOo8Xj4Y-/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

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

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	\$0	\$0	\$0	Approved Total	\$0
Amount Left	\$644,532	\$0	\$644,532	Amount Still Needed	\$128,907
In Review Total	\$17,000	\$0	\$17,000	In Review Total	\$0
Amount Left	\$627,532	\$0	\$627,532	Amount Still Needed	\$128,907

Line Items

ID	Allocation Type	Learning Loss	Function Code	Object Code	Allowable Use	Total Expenditures	Status
294-3-0001	Direct	False	2720	122	16	\$2,500	Task Force Review
294-3-0002	Direct	False	2400	121	16	\$1,000	Task Force Review
294-3-0003	Direct	False	2400	121	16	\$1,000	Task Force Review
294-3-0004	Direct	False	2500	121	16	\$1,000	Task Force Review
294-3-0005	Direct	False	2300	111	16	\$1,000	Task Force Review
294-3-0006	Direct	False	3120	121	16	\$2,500	Task Force Review
294-3-0007	Direct	False	3120	121	16	\$3,500	Task Force Review
294-3-0008	Direct	False	2500	121	16	\$1,000	Task Force Review
294-3-0009	Direct	False	2630	121	16	\$1,000	Task Force Review
294-3-0010	Direct	False	2600	121	16	\$1,000	Task Force Review
294-3-0011	Direct	False	2710	121	16	\$1,000	Task Force Review
294-3-0012	Direct	False	2500	121	16	\$500	Task Force Review

Line Item Details

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 & 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**

Task Force Review

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 & 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**

Task Force Review

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 & 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**

Task Force Review

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 & 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**

Task Force Review

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 & 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**

Task Force Review

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 & December 13, 2023 (2 Full time Cooks x \$500.00 & 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**

Task Force Review

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 Code3120 - Food Preparation and
Dispensing Services**Object Code**

121 - Full-Time Non-Certified Salaries

Allowable Use16 - Other activities necessary to
maintain LEA operations and services
and employ existing LEA staff.**Please describe the expenditures within the account and how they will address a COVID-19 need**

Premium Pay May 12, 2023 & December 13, 2023 (3 Full Time Cooks x \$500.00 & 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**

Task Force Review

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 Use16 - Other activities necessary to
maintain LEA operations and services
and employ existing LEA staff.**Please describe the expenditures within the account and how they will address a COVID-19 need**

Premium Pay May 12, 2023 & 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**

Task Force Review

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 & 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**

Task Force Review

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 & 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**

Task Force Review

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 & 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**

Task Force Review

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 & 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**

Task Force Review

ESSER III APPLICATION FOR D0334

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>
Southern Cloud	619 Tootle Avenue, Miltonvale, KS 674660334	P.O. Box 334, Miltonvale, KS 674660334
<u>Superintendent Name</u>	<u>Superintendent E-mail Address</u>	<u>Superintendent Phone Number</u>
Roger Perkins	rperkins334@usd334.org	(785) 427-3334

Authorized Representative of the District Information

<u>Name</u>	<u>Position of Title</u>	<u>E-mail Address</u>	<u>Phone Number</u>
Jessie Tate	District Secretary	jhoward334@usd334.org	(785) 427-3365

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.usd334.org/miltonvale/USD%20334%20Safe%20Return%202021.pdf>

Use of Funds for CDC Guidance

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

USD 334 plans on using the funds on curriculum, cleaning supplies, salaries, and summer school. We hope to keep our school safe and open during these hard times. USD 334 plans to use the Direct District Allocation to upgrade our technology, in order to have 1-1 computers/chrome books for each student and staff member. Internet service also needed upgraded in order to support the additional technology. We plan to upgrade and update curriculum with an emphasis on virtual learning support and enhancements. We plan to provide additional support for staff, going above and beyond teaching both in person and virtually, when needed. We plan to continue to provide safety equipment, masks, gloves, hand sanitizers, and cleaning items, in order to maintain a healthy environment for both students and staff. We will be continuing to monitor and test students for learning loss and implementing new strategies in order to fill those gaps. There are many areas of need that have arisen out of the Covid 19 pandemic that we were never able to address before because of our financial situation. With the Direct District Allocation, we will be able to update and upgrade our district in many ways.

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 set up in a classroom and everyone participated. The following was asked for most from our students: Providing additional technology for 1 to 1 student use, Additional instructional materials and resources and offering additional extra-curricular activities. Our ESSER III plan has taken into consideration all of these items and provided for them.

Families

We made a survey and at parent teacher conferences I had chrome books set up at every building and had anyone who came in do it. I also put it on our school website, Facebook, and in the both local news papers. We had 56 parents participate. We are a small school and a lot of the families in the community take their kids else where. With the answers from the survey the parents would like to see the money go to more technology so everyone can have a chrome book, additional instructional materials and resources, and expanded social and emotional learning and mental health services. Our ESSER III plan has taken into consideration all of these items and provided for them.

School and District Administrators including Special Education Administration

All administrators (2) had a hand in developing the ESSER III plan, thus there was approval of the plan. The district also collaborated with 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 two 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: Provide 1 to 1 Chromebook for students for potential remote learning. 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 ESSER specific staff meetings. We also provided an email with the survey link attached and had everyone do it. It was also on the website, Facebook, and in the both local news papers it addressed funding needs, look at subgroups, and ensure ESSER funds were meeting the needs of students, community, and staff. There were a variety of opinions. Some ideas of how to expand the money included but were not limited to: Provide additional intervention curriculum. Provide 1 to 1 Chromebook for students for potential remote learning. Provide air purifiers in all classroom spaces to improve air quality and reduce transmission. Educational field trips and extended learning opportunities. More staff to separate classrooms. These have all been taken into consideration and are part of our ESSER III plan. I sent an email with the survey link to the teachers union. Their input was stated above. We had 23 teachers total take the Survey. Which is all the teachers we have.
the survey link is
https://docs.google.com/forms/d/e/1FAIpQLSerWC_3y5mMrYkXOPPtn7Wcl7caNUyPnGqE1NWkyL4E9UnVbQ/viewform?usp=sf_link

Tribes

The district is unaware of any Tribal residents in the community, and we do not have any students who identify as Native American in our school information system.

Civil Rights Organization including Disability Rights Organizations

Although we reached out to this organization, we did not get a response. 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. USD plans to incorporate several of the interventions to assist students with disabilities including summer school programs, and additional instructional materials and resources. These have all been taken into consideration and are part of our ESSER III plan. I attempted to reach out to Mr. Lane Williams. No contact was actually made.

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

We invited teachers and parents of these students to meetings and to complete the survey. We also spoke in person to our Foster Families who supported the below interventions. Through these communications these representatives felt the following would be beneficial for students: Summer Programs. Providing additional technology for 1 to 1 student use, Additional instructional materials and resources and offering additional extra-curricular activities. We currently do not have students who are migratory, incarcerated or experiencing homelessness. However, all other groups had respondents and their voices are represented in our ESSER III plan. We have children with disabilities and 2 in foster care. When speaking with the parents of the foster care students they expressed they think that smaller classrooms would be best for their children and had interest in our summer programs. Our children with disabilities comes in different forms. We have several of these students who require full time attention. Getting more technology to be able to do 1:1 work is ideal. They also expressed how much summer school ment to them. We talked with all parents to children with disabilities during 1:1 meetings and they expressed how important providing additional technology for 1 to 1 student use is to them.

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

To further get input from stakeholders, one community survey was conducted and posted on the district website to encourage community input. There were adds placed in both town newspapers with the link and school website to encourage everyone in the community to fill out the survey. There were 160 responses to the survey. The breakdown included 57 parents, 39 district staff, 2 parents with foster children, 2 parents with children with disabilities, and 60 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. Providing additional technology for 1 to 1 student use. 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.

USD 334 Southern Cloud was impacted by Covid in many various ways. Our district has a very low economic population. Therefore, having children at home and having to navigate remote learning created hardships on parents. They were trying to balance life, work and, also, stepping up to be teachers for school at home. This in turn contributed to added stress both financially and emotionally on the families. Our district is very small, made up of Miltonvale with 79 students and Glasco with 76 students PreK-12. With our small size, everyone thrives on being together, so everyone's emotional state did suffer. We did have to furnish internet for families who could not afford it. We had to upgrade our technology in order to have 1-1 computers/chrome books for remote learning. We have been doing testing to monitor learning loss, there are gaps we are trying to catch up and fill with updated curriculum with virtual learning support and enhancements.

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 344 plan to use the reserves by upgrading and updating curriculum with an emphasis on virtual learning support and enhancements. We plan to continue to provide safety equipment, masks, gloves, hand sanitizers, and cleaning items, in order to maintain a healthy environment for both students and staff.

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

USD 344 plan to use the reserves by upgrading and updating curriculum with an emphasis on virtual learning support and enhancements. We plan to continue to provide safety equipment, masks, gloves, hand sanitizers, and cleaning items, in order to maintain a healthy environment for both students and staff. We plan to use the money to provide technology for classrooms so more students can have 1:1 interaction.

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 334 plans to use the Direct District Allocation to upgrade our technology, in order to have 1-1 computers/chrome books for each student and staff member. Internet service also needed upgraded in order to support the additional technology. We plan to upgrade and update curriculum with an emphasis on virtual learning support and enhancements. We plan to provide additional support for staff, going above and beyond teaching both in person and virtually, when needed. We plan to continue to provide safety equipment, masks, gloves, hand sanitizers, and cleaning items, in order to maintain a healthy environment for both students and staff. We will be continuing to monitor and test students for learning loss and implementing new strategies in order to fill those gaps. For additional social-emotional support, we have added another full-time counselor. There are many areas of need that have arisen out of the Covid 19 pandemic that we were never able to address before because of our financial situation. With the Direct District Allocation, we will be able to update and upgrade our district in many ways.

Allocations

	Direct Allocation	True Up Allocation	Total Allocation		20% Minimum
ESSER III Allocations	\$381,272	\$0	\$381,272	ESSER III Allocations	\$76,255
Approved Total	\$0	\$0	\$0	Approved Total	\$0
Amount Left	\$381,272	\$0	\$381,272	Amount Still Needed	\$76,255
In Review Total	\$341,272	\$0	\$341,272	In Review Total	\$76,255
Amount Left	\$40,000	\$0	\$40,000	Amount Still Needed	\$0

Line Items

ID	Allocation Type	Learning Loss	Function Code	Object Code	Allowable Use	Total Expenditures	Status
334-3-0001	Direct	False	1000	321	12	\$8,554	Task Force Review
334-3-0002	Direct	False	1000	321	12	\$16,371	Task Force Review
334-3-0003	Direct	True	1000	321	12	\$7,706	Task Force Review
334-3-0004	Direct	True	1000	321	12	\$1,700	Task Force Review
334-3-0005	Direct	False	1000	619	7	\$239	Task Force Review
334-3-0006	Direct	True	1000	949	11A	\$28,806	Task Force Review
334-3-0008	Direct	False	2120	321	4	\$1,380	Task Force Review
334-3-0009	Direct	False	2212	321	9	\$84,372	Task Force Review
334-3-0010	Direct	False	1000	539	9	\$36,646	Task Force Review
334-3-0011	Direct	False	1000	618	7	\$12,229	Task Force Review
334-3-0012	Direct	False	1000	322	9	\$998	Task Force Review
334-3-0013	Direct	False	1000	644	12	\$4,408	Task Force Review
334-3-0014	Direct	False	2700	510	2	\$9,671	Task Force Review
334-3-0015	Direct	True	2212	321	12	\$10,655	Task Force Review
334-3-0016	Direct	True	1000	735	12	\$5,400	Task Force Review
334-3-0017	Direct	False	2312	120	2	\$6,156	Task Force Review
334-3-0019	Direct	True	2514	110	3	\$11,908	Task Force Review
334-3-0020	Direct	False	2000	120	6	\$23,275	Task Force Review
334-3-0021	Direct	False	2000	213	1A	\$18,040	Task Force Review
334-3-0023	Direct	True	1000	322	12	\$10,080	Task Force Review
334-3-0024	Direct	False	1000	321	12	\$7,500	Task Force Review
334-3-0025	Direct	False	2000	420	7	\$35,178	Task Force Review

Line Item Details

Line Item ID: 334-3-0001

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

CARE FUNDS

Account Number

18100

Function Code

1000 - Instruction

Object Code321 - Instructional Programs
Improvement Services**Allowable Use**12 - Addressing learning loss among
students, including vulnerable
populations.**Please describe the expenditures within the account and how they will address a COVID-19 need**

We had to purchase new curriculum to provide virtual learning if needed due to COVID. SAVVAS supply kits for grades K-8 will be adding digital courseware to make it easier to access the program during a remote or hybrid situation.

Budgeted Expenditures in SFY 2021	\$8,554
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$0
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$8,554</u>

Status

Task Force Review

Line Item ID: 334-3-0002

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

CARE FUNDS

Account Number

18100

Function Code

1000 - Instruction

Object Code321 - Instructional Programs
Improvement Services**Allowable Use**12 - Addressing learning loss among
students, including vulnerable
populations.**Please describe the expenditures within the account and how they will address a COVID-19 need**

We had to purchase new curriculum to provide virtual learning if needed due to COVID. SAVVAS elevate elementary and middle school science adding digital courseware to make it easier to access the program during a remote or hybrid situation.

Budgeted Expenditures in SFY 2021	\$16,371
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$0
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$16,371</u>

Status

Task Force Review

Line Item ID: 334-3-0003

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

CARE FUNDS

Account Number

18100

Function Code

1000 - Instruction

Object Code321 - Instructional Programs
Improvement Services**Allowable Use**

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

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

We had to purchase new curriculum to provide virtual learning if needed due to COVID. Amplify elementary and middle school language arts adding digital courseware to make it easier to access the program during a remote or hybrid situation. We chose to use this program because it targets the impact on our low income students that are having the most trouble with reading and writing. We have given tests through out the school years and noticed that most of the students that are struggling were really impacted when COVID first started and we had to go to remote learning and didn't have the correct ways of doing so. Many students did not learn to read and write during this hard time. We want to prevent that from continuing.

Budgeted Expenditures in SFY 2021	\$1,853
Budgeted Expenditures in SFY 2022	\$1,853
Budgeted Expenditures in SFY 2023	\$2,000
Budgeted Expenditures in SFY 2024	\$2,000
Total Expenditures	<u>\$7,706</u>

Status

Task Force Review

Line Item ID: 334-3-0004

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

CARE FUNDS

Account Number

18100

Function Code

1000 - Instruction

Object Code321 - Instructional Programs
Improvement Services**Allowable Use**

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

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

We had to purchase new curriculum to provide virtual learning if needed due to COVID. SAVVAS elevate elementary and middle school science adding digital courseware to make it easier to access the program during a remote or hybrid situation. We chose to use this program because it targets the impact on our low income students that are having the most trouble with science. We have given tests through out the school years and noticed that most of the students that are struggling were really impacted when COVID first started and we had to go to remote learning and didn't have the correct ways of doing so. Many students did not learn the correct ways of science during this hard time. We want to prevent that from continuing.

Budgeted Expenditures in SFY 2021 \$425**Budgeted Expenditures in SFY 2022** \$425**Budgeted Expenditures in SFY 2023** \$425**Budgeted Expenditures in SFY 2024** \$425**Total Expenditures** \$1,700**Status**

Task Force Review

Line Item ID: 334-3-0005

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

CARE FUNDS

Account Number

18100

Function Code

1000 - Instruction

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

This was used to buy adult face masks and child face masks to help prevent the spread of COVID.

Budgeted Expenditures in SFY 2021 \$239**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$239**Status**

Task Force Review

Line Item ID: 334-3-0006

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

CARE FUNDS

Account Number

18100

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

We had 4 teachers total. The length of the program was (4) 4 day weeks in June. With 24 students in total. We did one month to help with the learning loss due to COVID. 2,500 per teacher for the month if we only have 4 teachers. WE seem to have more students that need help this year from last year so we might need to have an extra teacher. If that is the case the break down will be (6) 1,667 for each teacher.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$8,806
Budgeted Expenditures in SFY 2023	\$10,000
Budgeted Expenditures in SFY 2024	\$10,000
Total Expenditures	<u>\$28,806</u>

Status

Task Force Review

Line Item ID: 334-3-0008

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

CARE FUNDS

Account Number

18100

Function Code

2120 - Guidance Services

Object Code321 - 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

A new curriculum for SEL (Social Emotional Learning) to help with the added student depression, anxiety, stress, and social withdrawal caused from COVID. The curriculum is called Friendly. We chose to use this program because it targets the impact on our low income students that are having the most trouble with social and emotional problems that effect the rest of there learning. It helps teach the students to learn how to cope with the anxiety and depression of the effects of COVID and helps them return to school. This is a cheaper curriculum then Second step. We wanted to try it out because of the price. We also had another grant help pay for half of it in 2021.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$1,380
Budgeted Expenditures in SFY 2023	\$0
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$1,380</u>

Status

Task Force Review

Line Item ID: 334-3-0009

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

CARE FUNDS

Account Number

18100

Function Code2212 - Instruction and Curriculum
Development Services**Object Code**321 - Instructional Programs
Improvement Services**Allowable Use**9 - Purchasing educational technology
(including hardware, software, and
connectivity) for the LEA's students.**Please describe the expenditures within the account and how they will address a COVID-19 need**

We had to purchase new curriculum to provide virtual learning if needed due to COVID. Houghton Mifflin social studies, reading, and literature for K-12 that will help in adding digital courseware to make it easier to access the program during a remote or hybrid situation.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$84,372
Budgeted Expenditures in SFY 2023	\$0
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$84,372</u>

Status

Task Force Review

Line Item ID: 334-3-0010

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

CARE FUNDS

Account Number

18100

Function Code

1000 - Instruction

Object Code

539 - Other Communication Services

Allowable Use9 - 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 school district had to provide home internet for some students that couldn't afford internet themselves, so the students could do virtual learning. We paid the monthly subscription for these families. When class got back in session some teachers had to teach hybrid for the students that did not feel safe to return, therefore we had to upgrade our speed of internet to provide the zoom lessons for these families. We had to update our website to provide zoom for all staff/ families due to COVID. This was used for P/T conferences and staff meetings that could not be in person. We pay monthly for a zoom license.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$36,646
Budgeted Expenditures in SFY 2023	\$0
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$36,646</u>

Status

Task Force Review

Line Item ID: 334-3-0011

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

CARE FUNDS

Account Number

18100

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

This was used to purchase hand sanitizer and cleaning supplies to help stop the spread of COVID.

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$12,229**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$12,229**Status**

Task Force Review

Line Item ID: 334-3-0012

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

CARE FUNDS

Account Number

18100

Function Code

1000 - Instruction

Object Code

322 - Instructional 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 had to purchase new curriculum to provide virtual learning if needed due to COVID. We had to upgrade our Microsoft Office to enhance the use for all the chrome books for students to use 1:1 in class.

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$998**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$998**Status**

Task Force Review

Line Item ID: 334-3-0013

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

CARE FUNDS

Account Number

18100

Function Code

1000 - Instruction

Object Code

644 - Textbooks

Allowable Use

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

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

We had to purchase new curriculum to provide virtual learning if needed due to COVID. Microsoft Text books for business classes. Additional resources will be purchased to address learning loss. This is targeted at students that are at risk for not graduating because of the learning loss due to the pandemic.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$1,408
Budgeted Expenditures in SFY 2023	\$1,500
Budgeted Expenditures in SFY 2024	\$1,500
Total Expenditures	<u>\$4,408</u>

Status

Task Force Review

Line Item ID: 334-3-0014

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

CARE FUNDS

Account Number

18100

Function Code

2700 - Student Transportation Services

Object Code

510 - Student Transportation Services

Allowable Use

2 - Coordination of COVID-19 preparedness and response efforts.

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

to stop the spread of COVID-19 we had to separate the students at safe distance on the bus or in school vehicles. Doing so means more routes and more vehicles driving less students at a time. This resulted in having to pay for longer time the drivers were out and more wear and tear on vehicles. Since most of our students live in the country it took longer to get every one where they need to be so we had to add drivers.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$9,671
Budgeted Expenditures in SFY 2023	\$0
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$9,671</u>

Status

Task Force Review

Line Item ID: 334-3-0015

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

CARE FUNDS

Account Number

18100

Function Code2212 - Instruction and Curriculum
Development Services**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**

Educational Technology Software for grades K-8 used to target learning loss due to attendance issues associated with the Covid pandemic: DreamBox is K-8 math learning with supplemental curriculum that is more than just instructional support software. DreamBox Math is intelligently adaptive to ensure students, at every level, stay motivated and receive the right instruction at the right time, from day one. This software will directly impact our low-income students, who many are already behind grade level, and which has been compounded by Covid-19 and increased absence rates. The use of technology will allow teachers to individually target key areas of improvement per student. Budgeting this over multiple years will allow each grade level to continually work with these students to close the gap and get them back to grade level.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$3,935
Budgeted Expenditures in SFY 2023	\$3,360
Budgeted Expenditures in SFY 2024	\$3,360
Total Expenditures	<u>\$10,655</u>

Status

Task Force Review

Line Item ID: 334-3-0016

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

care funds

Account Number

18100

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

Educational Technology Software for grades 7-12 used to target learning loss due to attendance issues associated with the Covid pandemic: Xello ad on. The listed educational technology software will directly impact our low-income students who had increased absence rates due to Covid-19. The use of technology will allow teachers to individually target key areas of improvement per student, assist with credit recovery, and plan for their post-secondary success.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$1,800
Budgeted Expenditures in SFY 2023	\$1,800
Budgeted Expenditures in SFY 2024	\$1,800
Total Expenditures	\$5,400

Status

Task Force Review

Line Item ID: 334-3-0017

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

CARE FUNDS

Account Number

18100

Function Code

2312 - Board Clerk/Deputy Clerk/Clerk 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

Clerk Salaries: We've had extra expense associated with extended learning. Duties outside of the regular day to complete due to COVID. Having to look for new teachers and substitute teachers to fill in for teachers that are home sick or other reasons due to COVID. WE have 1 board clerk.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$6,156
Budgeted Expenditures in SFY 2023	\$0
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	\$6,156

Status

Task Force Review

Line Item ID: 334-3-0019

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

CARE FUNDS

Account Number

18100

Function Code

2514 - Payroll Services

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

Due to COVID loss of learning, it has been determined that our elementary and some secondary staff need to be trained (or retrained) in the science of reading. All K-6 teachers and our at-risk personnel at the 7-12 building will be trained in LETRS. This intense training will last a period of 2 years and will involve much work outside of the classroom. In addition to paying for the actual training, each teacher who completes the LETRS training will receive a \$1200 stipend. The research is clear that the teacher in the classroom is the #1 factor impacting student achievement. The rest of the money will be used to pay for the substitute teachers that we have to get for the teacher while they are gone doing the training. we have 6 total teachers in the program.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$11,908
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$11,908</u>

Status

Task Force Review

Line Item ID: 334-3-0020

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

CARE FUNDS

Account Number

18100

Function Code

2000 - Support Services

Object Code

120 - Regular Non-Certified Salaries

Allowable Use

6 - Training and professional development for LEA staff on sanitation and minimizing the spread of infectious disease.

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

We implemented the test to stay procedures. Which means added paperwork and stress to all of our secretaries. Also, with all calls to parents if someone is a close contact. Making sure no one has a fever. So many new responsibilities added to the secretary's workload due to COVID. We have (4) secretaries. One in each building Pay per person would be about \$485 a month for the school year to help compensate all the added work.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$23,275
Budgeted Expenditures in SFY 2023	\$0
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$23,275</u>

Status

Task Force Review

Line Item ID: 334-3-0021

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

CARE FUNDS

Account Number

18100

Function Code

2000 - Support Services

Object Code

213 - Health and Accident Insurance

Allowable Use

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

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

We Paid for all staff insurance if they wanted it to help them with any sickness due to COVID. This is the fringe benefits total on all staff. 42 staff members. It was paid to the staff members that chose to have help with the expense of getting COVID and having to go to the hospital or doctor because of it. Before we got the test kits we all had to travel and get tested in different towns. Some staff were hospitalized or had family members hospitalized.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$18,040
Budgeted Expenditures in SFY 2023	\$0
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$18,040</u>

Status

Task Force Review

Allocation Type

Direct Allocation

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

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

Account Name

CARE FUNDS

Account Number

18100

Function Code

1000 - Instruction

Object Code

322 - Instructional Services

Allowable Use

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

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

Fast forward is a supplemental program to help with reading. The kids have had a huge impact on learning loss during the pandemic and their reading as defiantly suffered. This program is a very helpful program for the students to use/. It tracks what level they are on and goes from there. If they are a 3rd grader but reading at a Kindergarten level due to the pandemic it tracks that progress. This is great for Remote and Classroom learning in Reading for all of our students including At-Risk, Title, and Students with Disabilities. Since each of these has been so effective with student learning, all of them will be annual subscriptions moving forward.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$3,360
Budgeted Expenditures in SFY 2023	\$3,360
Budgeted Expenditures in SFY 2024	\$3,360
Total Expenditures	<u>\$10,080</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

CARE FUNDS

Account Number

18100

Function Code

1000 - Instruction

Object Code321 - Instructional Programs
Improvement Services**Allowable Use**

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

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

Social Emotional Curriculum that helps students who have suffered emotionally do to COVID. Which has caused them to have a huge learning loss from having too much anxiety to come to school during this hard time. The curriculum is called Second Step. We chose to use this program because it targets the impact on our low income students that are having the most trouble with social and emotional problems that effect the rest of there learning. It helps teach the students to learn how to cope with the anxiety and depression of the effects of COVID and helps them return to school. This is a more updated curriculum then Freindzy and is a little more expensive. We currently combine resources from both curriculums.

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

Task Force Review

Line Item ID: 334-3-0025

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

Care Funds

Account Number

18100

Function Code

2000 - Support Services

Object Code

420 - Cleaning Services

Allowable Use

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

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

We purchased cleaning supplies such as hand sanitizer and disinfecting wipes. Also, purchased facial tissue and paper towels. We hope to stop the spread of COVID -19. We have 4 buildings we buy for. This for all the classrooms and offices as well.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$17,589
Budgeted Expenditures in SFY 2024	\$17,589
Total Expenditures	\$35,178

Status

Task Force Review

ESSER III APPLICATION FOR D0355

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>
Ellinwood Public Schools	300 N. Schiller, Ellinwood, KS 67526	300 N. Schiller, Ellinwood, KS 67526
<u>Superintendent Name</u>	<u>Superintendent E-mail Address</u>	<u>Superintendent Phone Number</u>
Ben Jacobs	bjacobs@usd355.org	(620) 564-3226

Authorized Representative of the District Information

<u>Name</u>	<u>Position of Title</u>	<u>E-mail Address</u>	<u>Phone Number</u>
Brian Elliott	Board Clerk/Business Manager	belliot@usd355.org	(620) 564-3226

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/16R4e1p42duVsDO8USC5b9XmvLqAtHTNo/view>

Use of Funds for CDC Guidance

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

The safety of all students is the priority of USD 355. The district will use ESSER III funds to assist with acquiring the necessary supplies and equipment to clean and sanitize all facilities. This will ensure to the greatest extent possible that school can remain in-person and operations can be as normal as possible. This will include chemicals that kill not only COVID-19 strains, but also all other forms of harmful viruses.

Stakeholder Engagement

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

Students

The district conducted a survey of all students in grades five through twelve to gain insight into the student perspective on ESSER III pandemic related instruction and support. The survey was sent to approximately 315 students and we received 133 responses. The most commonly mentioned ideas from the survey results are as follows:

1. Offering additional activity opportunities
2. Implementing Facility upgrades and actions that support student health needs
3. Providing additional technology for student use

The district has and will continue to consider these topics as the plan is created and implemented.

Families

The district conducted a survey of all families in the district to gain insight into the parent perspective on how ESSER III expenditures could best accommodate pandemic related circumstances in the district. The survey was sent to approximately 200 families and we received 50 responses. The most commonly mentioned ideas from the survey results are as follows:

1. Implement after school tutoring programs
2. Providing additional behavioral support and interventions
3. Providing additional personnel and staff support for academic intervention

The district has and will continue to consider these topics as the plan is created and implemented.

School and District Administrators including Special Education Administration

The district conducted a survey of all admin (including special education) in the district to gain insight into their perspective on how ESSER III expenditures could best accommodate pandemic related circumstances in the district. The survey was sent to four people and we received three responses. The most commonly mentioned ideas from the survey results are as follows:

1. Providing additional instructional materials and resources
2. Providing additional behavioral support and interventions
3. Providing additional personnel and staff support for academic intervention

The district has and will continue to consider these topics as the plan is created and implemented.

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

The district conducted a survey of all staff (licensed and classified) in the district to gain insight into their perspective on how ESSER III expenditures could best accommodate pandemic related circumstances in the district. The survey was sent to approximately 80 people and we received 48 responses. The most commonly mentioned ideas from the survey results are as follows:

1. Implement summer learning programs
2. Providing additional behavioral support and interventions
3. Providing additional personnel and staff support for academic intervention

The district has and will continue to consider these topics as the plan is created and implemented.

Please note that included in the licensed staff grouping is the Teachers' Union. We are a small school district and the overlap is considerable. Union input is included in these responses.

Tribes

The district conducted a survey of the few students (11 total) that have identified in any way with Native American heritage or a particular tribe(s). These students submitted their perspective with the general student survey, so there were no student results for this tribe group. We also sent the survey to the Kansas Kickapoo Tribe in an attempt to get some feedback. Unfortunately, the tribe never responded. Since the few students that were surveyed were included in the general student survey results, we are using those results as a proxy for this tribe portion of the plan and have included them below:

1. Offering additional activity opportunities
2. Implementing Facility upgrades and actions that support student health needs
3. Providing additional technology for student use

The district has and will continue to consider these topics as the plan is created and implemented.

We have followed up with the few students that identify as Native American to affirm their responses in the survey. The items stated above were important to them. Additionally, they were supportive of implementing summer learning programs and after school tutoring programs.

Civil Rights Organization including Disability Rights Organizations

The district conducted a survey of three civil rights organizations (ACLU, KHRC, DRC) in the state to gain insight into their perspective on how ESSER III expenditures could best accommodate pandemic related circumstances in the district. The survey was sent to three organizations and we received one response. The most commonly mentioned ideas from the survey results are as follows:

1. Implement summer learning programs
2. Providing additional behavioral support and interventions
3. Implement after school tutoring programs

The district has and will continue to consider these topics as the plan is created and implemented.

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 conducted a survey of a variety of parties in the district (homeless students, special education teachers, foster parents, etc...) in the district to gain insight into their perspective on how ESSER III expenditures could best accommodate pandemic related circumstances in the district. The survey was sent to approximately 15 parties and we received only one response. Many of the homeless students submitted responses in the general student survey, and we suspect some special education staff submitted responses in the general staff survey. The most commonly mentioned ideas from the survey results are as follows:

1. Offering additional activity opportunities
2. Providing additional behavioral support and interventions
3. Offering expanded SEL and mental health opportunities

The district has and will continue to consider these topics as the plan is created and implemented.

Please note, the perspectives of stakeholders for children with disabilities, those identified as Homeless, those in foster care, and those that are underserved are represented here. We do not have any English Language Learners, migratory students, or incarcerated students, and consequently no stakeholders to represent them.

Please also note, we only received one response from these parties (stakeholders representing children with disabilities, homeless children, children in foster care, and underserved students) in total (the ones that we actually do have). That response identified the aforementioned areas as important (along with what homeless students and staff representing students with disabilities identified in the larger groups). In following up with that one party (which happened to be a party that represents underserved students), items such as implementing summer learning programs and providing additional personnel and staff support for academic intervention were mentioned as important (in addition to what they said above in the survey).

So we received no responses from stakeholders representing the interests of children with disabilities, children experiencing homelessness, and children in foster care. We don't have any students that are English Language Learners, migratory, or incarcerated. We received one response from a stakeholder of underserved students who mentioned the three items from above and the follow-up information from the previous paragraph.

We again administered our survey to the referenced parties in an attempt to increase stakeholder feedback. The results were as follows:

The district has no English Language Learners or children who are incarcerated. So there were no survey responses from those subgroups. In the children with disabilities subgroup, six surveys were administered and six were returned. The most commonly mentioned needs were additional personnel and staff support for academic intervention, additional behavioral support and interventions, and expanded social and emotional learning and mental health services. In the children experiencing homelessness subgroup, we administered three surveys and three were returned. The most commonly mentioned needs were after school tutoring programs, additional personnel and staff support for academic interventions, additional behavioral support and interventions, and expanded social and emotional learning and mental health services. In the children in foster care subgroup we administered one survey and received back that response (we only have one active foster family in the community). The needs mentioned were all of the items listed in the survey. This family is supportive of the school and would like to see the ESSER III Funds used in a variety of manners to improve outcomes. In the migratory students subgroup, we administered two surveys and received both surveys back. The most common needs mentioned were summer learning programs, after school tutoring programs, additional personnel and staff support for academic intervention, and additional behavioral support and interventions. In the underserved students subgroup, we administered two surveys and received both back. The most common needs mentioned were summer learning programs, additional behavioral support and interventions, and expanded social and emotional learning and mental health services.

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

The district conducted a survey of all patrons in the district to gain insight into their perspective on how ESSER III expenditures could best accommodate pandemic related circumstances in the district. The survey was sent as a link to the public over social media and we received 14 responses. The most commonly mentioned ideas from the survey results are as follows:

1. Implement summer learning programs
2. Providing additional behavioral support and interventions
3. Providing additional personnel and staff support for academic intervention

The district has and will continue to consider these topics as the plan is created and implemented.

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

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

The district has identified learning loss across the all student population (we have approximately 430 FTE K-12). State Assessment scores have been consistently below the state average at many grade levels and content areas since the pandemic (only nine areas of 29 were above the state average, the rest were at or lower). Additionally, mental health needs have skyrocketed, as the number of counselor and family engagement specialist referrals have increased significantly since the pandemic began. The number of students that are currently attending school under a McKinney-Vento Homeless status is higher than ever before (we currently have seven students with such status-we had essentially one or fewer every year prior to the pandemic). And our discipline referrals regarding aberrant behaviors have multiplied many times over since the pandemic (we had almost none of these prior to the pandemic). The district has also experienced an increase in staff absences due to various factors related to the pandemic (COVID, mental health, fatigue/frustration over remote learning/student compliance, etc...). The use of the sick leave pool has been more frequent since the pandemic, and the use of subs has become more prevalent in classrooms. This has exacerbated the aforementioned learning loss in all students. Lastly, parents have requested additional learning opportunities (summer school, after school programming, etc...) that they NEVER desired in the past. In fact, we haven't had any of these programs in the past due to a lack of interest from parent...this is now changing. Parents have given us perspective on how they feel their children have fallen behind and/or are struggling with social-emotional issues.

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

The district is planning to utilize summer school and after school programming to address learning loss created by the pandemic (Learning Loss Fund are approximately \$120,000). As stated above, the district has always struggled to attract interest in such opportunities. However, recently parents have been extremely supportive of such extended learning opportunities. The district has resurrected its summer school program for select students that are way below grade level or are a significant distance from graduating with their cohort. This funding would allow us to expand this programming to include other, lesser at-risk groups. In grades K-6 the plan is to conduct a month long summer school session that would address any student that is below grade level as defined by a variety of assessments in the areas of math and reading. In grades 7-8, a similar format would be created with the emphasis also on math and reading. In high school (grades 9-12), the focus of the extended learning opportunities would be to provide credit recovery opportunities so that student could increase the chances of graduating on-time with their cohort. The most significant barrier to these extended learning opportunities is availability of staff. We believe that with these additional ESSER III Learning Loss dollars, we can encourage staff to participate in and provide supports for these programs.

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

The district is planning to spend its remaining ESSER III dollars (approximately \$480,000) in the following areas:

1. Other Activities That Are Necessary to Maintain the Operation of and Continuity of Service-This would be in the form of Premium Pay (as approved in the ESSER II Application). This would be to retain high-quality staff to help with all facets of operations (instruction, food service, maintenance of facilities, etc...). This retention incentive was effective in ESSER II in allowing us to minimize staff turnover, and allowed us to offer programming we otherwise might not have been able to do.
2. Purchase Educational Technology-This would be in the form of computers/devices and other peripherals that would allow for increased and more flexible learning opportunities for students. It would give staff access to cutting edge equipment that is reliable and upgradable. This would also ensure low income students would have devices in the event they could not afford them on their own.
3. Purchasing Supplies to Sanitize and Clean the Facilities-This one is relatively self-explanatory. We will use these funds to purchase cleaning chemicals and equipment to best disinfect the facilities and to provide a safe environment in which in-person instruction can occur. This should also have the benefit of helping to not only contain COVID and its various strains, but also all sorts of infectious diseases that may originate from a virus/bacteria/fungus.
4. Addressing Learning Loss Among Students-In addition to the items listed in the Learning Loss prompt from above, the district would purchase various curricula that would benefit all students experiencing learning loss as a result of the pandemic. This new curricula would modernize some areas for remediation and assessment, and would ideally be more responsive to those students most in need.

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

In creating this plan, the district has taken the feedback from all the aforementioned stakeholders to best implement relevant actions. The district will be reviewing data from all sources (state assessments, progress monitoring, discipline and SEL, attendance, and student/parent feedback) to evaluate programming to best ensure success. The staff will be trained when necessary (new technology and curriculum/instruction items) so that implementation is efficient and effective. When disaggregating the data, special attention will be paid to populations that were disproportionately impacted by the COVID environment (however we do hope that our actions have the coincidental benefit of helping all students). The actions of the district will then be tweaked as necessary to create the best outcomes as determined by the aforementioned data sources.

Allocations

	Direct Allocation	True Up Allocation	Total Allocation		20% Minimum
ESSER III Allocations	\$601,312	\$0	\$601,312	ESSER III Allocations	\$120,263
Approved Total	\$0	\$0	\$0	Approved Total	\$0
Amount Left	\$601,312	\$0	\$601,312	Amount Still Needed	\$120,263
In Review Total	\$60,000	\$0	\$60,000	In Review Total	\$60,000
Amount Left	\$541,312	\$0	\$541,312	Amount Still Needed	\$60,263

Line Items

ID	Allocation Type	Learning Loss	Function Code	Object Code	Allowable Use	Total Expenditures	Status
355-3-0001	Direct	True	1000	110	12	\$60,000	Task Force Review

Line Item Details

Allocation Type

Direct Allocation

Is this Item 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

07-4606-000-00-00

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

USD 355 will utilize these ESSER III funds to address learning loss that has occurred in all student populations. This would include at-risk, homeless, special education, ethnic and racial minority, and foster care special populations. To address this learning loss, the district is planning to implement extended day and year opportunities. This would include summer school and after-school programming. The district has already partnered with Barton Community College for some of this programming. It now would like to use these funds to hire licensed staff from the district to pay for classroom instruction in a summer and after-school learning environment. The emphasis would be on remediating and improving reading and math skills for aspiring learners. The objective would be to return them to grade or credit level with their cohort. These additional learning opportunities are critical for our students in this post-pandemic environment.

We would pay four staff members to conduct the after-school programming and it would occur three days per week. We would pay six staff members to conduct our summer school programming that would be for 10-20 days depending on building/grade level. This current year (SFY 2023) would be abbreviated relative to next year (SFY 2024), hence the difference in budgeted expenditures.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$20,000
Budgeted Expenditures in SFY 2024	\$40,000
Total Expenditures	<u>\$60,000</u>

Status

Task Force Review

ESSER III APPLICATION FOR D0359

Status

Task Force Review

KSDE Application Comments

Stakeholder Feedback - 3/3/2023

Please use the toolkit link to help answer the following questions.

Toolkit Link - https://docs.google.com/document/d/1axRNqx_atmSXg3WebTBgZ2Aqrcf96SY_Zi7y0ycBJTw/edit

Stakeholders representing the interests of children with disabilities, English Learners, children experiencing homelessness, children in foster care, migratory students, children who are incarcerated, and other underserved students - For students with disabilities and children in foster care, what were the results of the use of ESSER III funds? Who else did you reach out to besides staff and providers?

This is a link to an example stakeholder engagement response.

Stakeholder Engagement Example - <https://www.ksde.org/Portals/0/ECSETS/Announcements/ESSERIII-StakeholderFeedbackExample.pdf>

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

Current Directory Information

<u>District</u>	<u>Address</u>	<u>Mail Address</u>
Argonia Public Schools	202 E. Allen, Argonia, KS 67004	202 E. Allen, Argonia, KS 67004
<u>Superintendent Name</u>	<u>Superintendent E-mail Address</u>	<u>Superintendent Phone Number</u>
Rustin Clark	rclark@argonia359.org	(620) 435-6311

Authorized Representative of the District Information

<u>Name</u>	<u>Position of Title</u>	<u>E-mail Address</u>	<u>Phone Number</u>
Rustin Clark	Superintendent	rclark@argonia359.org	(620) 435-6311

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.argonia359.org/vnews/display.v/SEC/District%20Information%7CDistrict%20Reopening%20Plan>

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 add four positions necessary for the reopening and continued safe operation of in-person learning at Argonia USD 359. A half-time school nurse position will operate our testing program and work with students, staff, and parents to maintain a healthy school environment. An additional custodian will assist both buildings with extra cleaning services, and an additional instructional aide in each building will be working individually with those students needing further assistance to get caught up with lagging skills.

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

Focus groups were held with student leadership groups in each building with discussion on how to best address pandemic related learning loss. The overwhelming response was for the school to work individually with those students showing a learning loss; other responses with multiple mentions were: start new activities to re-engage students, assistance for students in small groups with similar experiences, and new activities that would bring parents and community members back into the schools. 20 of our 153 students (13%) participated in one of the focus groups.

Families

Those families involved in building or district site council, PTO, or Booster Club were approached for input regarding the reopening plan and ESSER plans. Twenty parents participated, representing 42 of our 153 students (27%). Parents were most interested in seeing two things: individualized assistance for students and continued focus on student health and safety. Both of these items are addressed in the district ESSER plan.

School and District Administrators including Special Education Administration

The district has only two administrators; they were given primary responsibility for collecting all input, writing the plan, presenting the plan, and implementing the plan. The district is also part of a special education interlocal. District administration meets monthly with special education administration and the district administrators from other districts in the interlocal; ESSER plans for all member districts were discussed over many months to both share ideas and incorporate special education needs into each of the member district's ESSER plans. As the special education IEP process was discussed in regard to learning loss, the primary focus remained on the individual needs of students and the prevailing thought of the interlocal administrators was to focus funding on individual needs of students, which is what our ESSER plan does.

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

Our district does not have any unions, but all of our 20 certified staff members met together multiple times to discuss the ESSER plan, analyze data, and collaborate on solutions. Non-certified staff were also involved when plans were taken to various committees for specific plans to be developed and brought back to the staff as a whole for consideration (crisis committee, curriculum committees, and professional development committee were all significantly involved). The final plan is reflective of this staff collaboration with a focus on assistance for individual students showing learning loss and the health and wellness of our staff and students.

Tribes

The district has only one student who associates with a tribe; we met individually with that family to discuss how to best serve his needs. Their suggestion was to have tutoring available to their student when he needs it; individual assistance for students is the primary focus of our ESSER plan.

Civil Rights Organization including Disability Rights Organizations

We reached out to the Disability Rights Center of Kansas and Kansas Action for Children with phone calls to seek feedback regarding suggestions to best meet the needs of students as it relates to their civil rights. Both groups asked what we were considering already, so I shared our plan for individual student assistance; both groups responded positively.

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 organizations and parents representing the interests of students in subgroup populations in our school district. Organizations included the Disability Rights Center of Kansas, the Sumner County Special Education Interlocal, and TFI (the provider for our foster care students); parents included 3 who have IEP students and 1 who is serving as a foster parent. We also sought input from students in these subgroups with 2 IEP students and 1 foster student taking part. The district currently has no children experiencing homelessness, English learners, migratory students, or students who are incarcerated. The common theme among all the organizations we contacted was the need for individualized assistance for students in their subgroups; the parents also felt meeting individualized needs was best and also mentioned health and safety issues being important. Students only mentioned individuals getting extra help when needed. Both individual assistance and health/safety issues are included in our ESSER plan.

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

We solicited input from three community organizations that have non-school-related programs for children. Discussions were had with the Argonia Recreation Commission, the Argonia Library Board, and the joint Church Youth Group shared by the churches in town. Input from the general public was in the form of two public meetings; however, only two community members attended who had not provided input in other forums. The two items mentioned by all the groups were individualized assistance for students and making sure students were healthy and safe. Both of these items are addressed in the district 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.

Student data in Argonia USD 359 showed that a major impact of COVID-19 on Pre-K through 12th grade students was a significant increase in students not on grade-level in math and/or reading. At the elementary level, the number of students increased by 40% (20 student prior to COVID to 28 students after using our AimsWeb Assessment). At the secondary level, the most clear indicator is the decline in ACT scores

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

Funds will be used to hire two Instructional Aide positions who will work individually with students shown to be working below grade level in math and/or reading. They will work alongside our current Title I staff, increasing the amount of assistance given to each student during our tiered-instruction and MTSS time.

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

Remaining funds will be used to fund a part-time school nurse position and an additional custodian/cleaning position in order to keep students healthy and able to continue in school face-to-face.

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 Instructional Aides working individually with students, adjusting interventions based on student needs will be built-in; as student needs change, the assistance that student is receiving will change.

Allocations

	Direct Allocation	True Up Allocation	Total Allocation		20% Minimum
ESSER III Allocations	\$195,754	\$0	\$195,754	ESSER III Allocations	\$39,151
Approved Total	\$0	\$0	\$0	Approved Total	\$0
Amount Left	\$195,754	\$0	\$195,754	Amount Still Needed	\$39,151
In Review Total	\$195,754	\$0	\$195,754	In Review Total	\$100,000
Amount Left	\$0	\$0	\$0	Amount Still Needed	\$0

Line Items

ID	Allocation Type	Learning Loss	Function Code	Object Code	Allowable Use	Total Expenditures	Status
359-3-0001	Direct	True	1000	120	12	\$100,000	Task Force Review
359-3-0002	Direct	False	2130	122	15	\$48,000	Task Force Review
359-3-0003	Direct	False	2610	120	15	\$47,754	Task Force Review

Line Item Details

Line Item ID: 359-3-0001

Allocation Type

Direct Allocation

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

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

Account Name

Federal Funds - ESSER III

Account Number

07

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

Two Instructional Aides will be hired to work with students shown to be working below grade level in math and/or reading. The aides will work alongside our Title I aides, providing individualized assistance to students shown to be working below grade level on our AimsWeb assessments (i.e. those qualifying for our Title I services). They use material from our Wonders reading and Big Ideas math curriculums.

Budgeted Expenditures in SFY 2021 \$0

Budgeted Expenditures in SFY 2022 \$0

Budgeted Expenditures in SFY 2023 \$50,000

Budgeted Expenditures in SFY 2024 \$50,000

Total Expenditures \$100,000

Status

Task Force Review

Line Item ID: 359-3-0002

Allocation Type

Direct Allocation

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

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

Account Name

Federal Funds - ESSER III

Account Number

07

Function Code

2130 - Health Services

Object Code

122 - Part-Time Non-Certified Salaries

Allowable Use

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

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

The hire of an additional half-time school nurse.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$24,000
Budgeted Expenditures in SFY 2024	\$24,000
Total Expenditures	<u>\$48,000</u>

Status

Task Force Review

Line Item ID: 359-3-0003

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 Funds - ESSER III

Account Number

07

Function Code

2610 - Operation of Building

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

Hiring an additional custodian to more fully clean and sanitize all district facilities.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$24,000
Budgeted Expenditures in SFY 2024	\$23,754
Total Expenditures	<u>\$47,754</u>

Status

Task Force Review

ESSER III APPLICATION FOR D0364

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>
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

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 and Results Link

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	\$0	\$0	\$0	Approved Total	\$0
Amount Left	\$1,133,465	\$0	\$1,133,465	Amount Still Needed	\$226,693
In Review Total	\$449,162	\$0	\$449,162	In Review Total	\$362,802
Amount Left	\$684,303	\$0	\$684,303	Amount Still Needed	\$0

Line Items

ID	Allocation Type	Learning Loss	Function Code	Object Code	Allowable Use	Total Expenditures	Status
364-3-0001	Direct	True	1000	111	11A	\$28,000	Task Force Review
364-3-0002	Direct	True	1000	220	11A	\$2,142	Task Force Review
364-3-0003	Direct	True	1000	260	11A	\$280	Task Force Review
364-3-0004	Direct	True	1000	111	11B	\$6,000	Task Force Review
364-3-0005	Direct	True	1000	220	11B	\$460	Task Force Review
364-3-0006	Direct	True	1000	260	11B	\$60	Task Force Review
364-3-0007	Direct	True	1000	111	12	\$276,000	Task Force Review
364-3-0008	Direct	True	1000	220	12	\$21,114	Task Force Review
364-3-0009	Direct	True	1000	260	12	\$2,760	Task Force Review
364-3-0010	Direct	True	2210	121	12	\$5,000	Task Force Review
364-3-0011	Direct	True	2210	220	12	\$384	Task Force Review
364-3-0012	Direct	True	2210	260	12	\$4	Task Force Review
364-3-0013	Direct	True	2210	121	12	\$5,000	Task Force Review
364-3-0014	Direct	True	2210	220	12	\$382	Task Force Review
364-3-0015	Direct	True	2210	260	12	\$4	Task Force Review
364-3-0016	Direct	True	2210	111	12	\$4,000	Task Force Review
364-3-0017	Direct	True	2210	220	12	\$306	Task Force Review
364-3-0018	Direct	True	2210	260	12	\$40	Task Force Review
364-3-0019	Direct	True	2210	111	12	\$10,000	Task Force Review
364-3-0020	Direct	True	2210	220	12	\$766	Task Force Review
364-3-0021	Direct	True	2210	260	12	\$100	Task Force Review
364-3-0023	Direct	False	2720	659	15	\$86,360	Task Force Review

Line Item Details

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.

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$14,000**Budgeted Expenditures in SFY 2024** \$14,000**Total Expenditures** \$28,000**Status**

Task Force Review

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

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$1,071**Budgeted Expenditures in SFY 2024** \$1,071**Total Expenditures** \$2,142**Status**

Task Force Review

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**

Task Force Review

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**

Task Force Review

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**

Task Force Review

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**

Task Force Review

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.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$138,000
Budgeted Expenditures in SFY 2024	\$138,000
Total Expenditures	<u>\$276,000</u>

Status

Task Force Review

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.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$10,557
Budgeted Expenditures in SFY 2024	\$10,557
Total Expenditures	<u>\$21,114</u>

Status

Task Force Review

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.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$1,380
Budgeted Expenditures in SFY 2024	\$1,380
Total Expenditures	<u>\$2,760</u>

Status

Task Force Review

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**

Task Force Review

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**

Task Force Review

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 Code2210 - Improvement of Instruction
Services**Object Code**

260 - Unemployment Compensation

Allowable Use12 - Addressing learning loss among
students, including vulnerable
populations.**Please describe the expenditures within the account and how they will address a COVID-19 need**

Work Comp 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	\$2
Budgeted Expenditures in SFY 2024	\$2
Total Expenditures	<u>\$4</u>

Status

Task Force Review

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 Code2210 - Improvement of Instruction
Services**Object Code**

121 - Full-Time Non-Certified Salaries

Allowable Use12 - Addressing learning loss among
students, including vulnerable
populations.**Please describe the expenditures within the account and how they will address a COVID-19 need**

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.

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	<u>\$5,000</u>

Status

Task Force Review

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

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$191
Budgeted Expenditures in SFY 2024	\$191
Total Expenditures	\$382

Status

Task Force Review

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

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$2
Budgeted Expenditures in SFY 2024	\$2
Total Expenditures	\$4

Status

Task Force Review

Line Item ID: 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.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$2,000
Budgeted Expenditures in SFY 2024	\$2,000
Total Expenditures	<u>\$4,000</u>

Status

Task Force Review

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.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$153
Budgeted Expenditures in SFY 2024	\$153
Total Expenditures	<u>\$306</u>

Status

Task Force Review

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.

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

Status

Task Force Review

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.

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

Task Force Review

Line Item 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.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$0

Budgeted Expenditures in SFY 2023

\$383

Budgeted Expenditures in SFY 2024

\$383

Total Expenditures

\$766

Status

Task Force Review

Line Item 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.

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$50**Budgeted Expenditures in SFY 2024** \$50**Total Expenditures** \$100**Status**

Task Force Review

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.

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$86,360**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$86,360**Status**

Task Force Review

Line Item Comment from KSDE

This is not reasonable under ESSER.

ESSER III APPLICATION FOR D0369

Status

Task Force Review

KSDE Application Comments

Stakeholder Feedback - 03/3/2023

Please use the toolkit link to help answer the following questions.

Toolkit Link - https://docs.google.com/document/d/1axRNqx_atmSXg3WebTBgZ2Aqrcf96SY_Zi7y0ycBJTw/edit

Students - What was the total number of responses for students?

Families - What was the total number of responses for families?

Teachers - What was the total number of responses for teachers?

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 -What was the total number of responses for each subgroup? If you do not have a subgroup, please call this out.

Public - What was the total number of responses from public? How did you get input from the public in addition to the site council?

This is a link to an example stakeholder engagement response.

Stakeholder Engagement Example - <https://www.ksde.org/Portals/0/ECSETS/Announcements/ESSERIII-StakeholderFeedbackExample.pdf>

Please be sure to save your responses.

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>
Burrton	105 East Lincoln, Burrton, KS 670200369	PO Box 369, Burrton, KS 670200369
<u>Superintendent Name</u>	<u>Superintendent E-mail Address</u>	<u>Superintendent Phone Number</u>
Kara Schwindt	schwindtk@usd369.org	(620) 463-3840

Authorized Representative of the District Information

<u>Name</u>	<u>Position of Title</u>	<u>E-mail Address</u>	<u>Phone Number</u>
Kara Schwindt	Superintendent	schwindtk@usd369.org	(620) 463-3860

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.usd369.org/boe-policies>

Use of Funds for CDC Guidance

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

Schools are an important part of the community, as they provide safe and supportive learning environments for students, employ teachers and other staff, and enable parents, guardians and caregivers to work. The lockdown in response to COVID-19 has interrupted our schooling over the past few years. While we have made efforts to maintain learning during this period, our students have had to rely more on their own resources to continue learning. We found that we needed more technology to be more efficient in delivering online/remote instruction. We also found that we needed more staff members to help implement interventions and mental health services.

By implementing prevention strategies we can safely stay open for in-person instruction which is our goal as we fast the pandemic and see what is to come in the future. As we are looking at ways to spend our ESSER III money we took an active approach and reached out to our families-including parents/guardians of students of color, students from low-income backgrounds, students with disabilities, English learners, students experiencing homelessness, and students in foster care.

Under the allowable uses; section 16 of the ESSER III reference sheet; it states that we can use the funds for other activities necessary to maintain LEA operations and services and employ existing staff. Taking care of employees is another key factor in our strategic plan. We want to retain staff so we are choosing to use premium pay for all employees. It is a token of gratitude for our employees working through new and challenging conditions. We are requesting 50,000 to cover the bonus that we want to pay all employees for doing a job well done.

Maintenance on our HVAC systems is also important to keep the air flow of our schools safe. Under the allowable uses; section 14 of the ESSER III reference sheet; it states that inspection, testing, maintenance, repair, replacement and upgrade projects to improve the indoor air quality in school facilities is allowed with ESSER III funds. After inspection of our HVAC systems we are possibly looking at repairs to a unit in our building. Air cleaners and HVAC filters can help reduce airborne contaminants including viruses in a building or small space. When used along with other best practices recommended by the CDC and other public health agencies, including social distancing and mask wearing, filtration can be a part of a plan to reduce the potential for airborne transmission of COVID 19 indoors. Air clearers and HVAC filters are designed to filter pollutants or contaminants out of the air that passes through them. Air cleaning and filtration can help reduce airborne contaminants, including particles containing viruses. We hope that by maintaining these HVAC systems we will help reduce the spread of COVID 19 in our building and keep everyone as safe as possible. We are requesting 75,000 to maintain our systems to help improve ventilation and increase the delivery of clean air. We will also use some of the funds to purchase cleaning supplies and spray so that classrooms are being sanitized on a weekly basis.

In following the CDC guidance our policy is that masks are recommended but not required. This makes it a student and family choice on what to do at school. We encourage students to socially distance themselves. Handwashing is encouraged after every class as well as being supplied with the proper clearing supplies. We encourage families to stay home when appropriate. As a school district we encourage vaccinations and we try to instill consistent rules for everyone.

Here is the link to our website with our updated plan.

<https://www.usd369.org/boe-policies>

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, part of our internal strategy was to survey and speak with students to determine what their needs for pandemic related instruction and support were. Many students talked about technology and the need to update their chrome books. Some students mentioned they would like to see more advanced classes provided to them with support material and finally more social/emotional support for students. Several students talked about the teaching staff and how we could fill long term sub positions. In looking at these survey results we have included para support, technology, new evidence based curriculum and mental health support into our plan.

For external strategies we are looking at our Fastbridge Data to see where our needs fall. For tier one instruction we want to have 80% of our students on grade level. Right now we believe that extra para support, technology and new evidence based curriculum will help support the need for our smaller school.

Kdg-55%
1st-62%
2nd-50%
3rd-60%
4th-58%
5th-85%
6th-40%
7th-50%
8th-50%
9th-41%
10th-82%
11th-61%
12th-74%

Here is the link to our survey:

https://docs.google.com/forms/d/1OFUn58K_JA8tqJryDKHppwma37Yp7ouZKPBRyJQ_NDg/viewanalytics

For students, families and teachers here are the results of the survey. With the results below I also want to say that here in Burrton this is our typical response to surveys. If you look up other surveys that we have sent out the past few years it is the same number of responses that we get.

32.6% of MS/HS students took the survey.

50% of school staff members took the survey

6.5% were school parents

6.5% were community members

Families

We have been working closely with our families in developing our ESSER III support plan. We have met with several groups in our community and also sent out a survey to involve our families. Our first group is our site council groups at each building level. Their last meeting was on December 1, 2022 and we talked about the ESSER III survey that was going out to families. Our site councils expressed interested in social/emotional learning, summer school programs for our younger students, more staff to support students and safety measures that will be put in place to make sure students are safe.

We also met with our PTO groups at their last meeting in November. They had similar ideas that our site council groups did. They would like to see interventions for students that are falling behind and if we can bring in any presenters for social/emotional needs. If that means hiring more staff they would like to see that.

In looking at our survey we are seeing the same results. Mental health is a concern in the survey, extra staff members and interventions, summer school programs and even an outdoor learning area was suggested. The suggestions from our family groups are right along with what we were thinking of implementing.

https://docs.google.com/forms/d/1OFUn58K_JA8tqJryDKHppwma37Yp7ouZKPBRyJQ_NDg/viewanalytics

School and District Administrators including Special Education Administration

There are only two administrators in our small rural district we have met to discuss the needs of our students with the counselor as well. We took the time to look at student, staff and community feedback and we also mention any new ideas that may come up through our conversations at events here in Burrton. Several parents have expressed their ideas when they come to a basketball game or a concert. In reviewing the results, we believe we are on the right track of adding an additional para. We believe we will be able to sustain that position once the ESSER funds are gone. We also want to look into our summer school program, mental health support that we could bring into the classrooms, keeping our HVAC units clean and supplying the materials to keep everything sanitized and clean and some technology pieces.

For summer school we will look at Fastbridge data that we have, send out letters to all tier two and tier three students and invite them into the summer school program. For the upper level students we will offer credit recovery for them to make up any credits that they may need. We also want to add an additional para at the middle school/high school level so that we can continue to work on those skills with our upper grade level students.

In working with our special education team we have involved our SPED teachers and our psychologist in the building and district level meetings. We need to know what extra support they are needing and that all fits into our plan that we have. Because we co-op with Valley Center I have also touched base with the Director there to let her know of the possibilities that we have come up with. She was on board with the para support, summer school, and social/emotional piece.

https://docs.google.com/forms/d/1OFUn58K_JA8tqJryDKHppwma37Yp7ouZKPBRyjQ_NDg/viewanalytics

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

We have met with teachers at each monthly late start meeting to get their ideas and feedback about what ESSER III money should be used for. Teachers, union members and other school staff also had the opportunity to fill out the survey that everyone else filled out. Again there are only two administrators here in the building so we met with our counselor and we also met individually with teachers to get feedback on the needs for our district. In reviewing the results we believe we are on the right track for adding a new para, new evidence based curriculum, mental health ideas, and summer school. As well as the HVAC maintenance, technology and of course our staff were pleased at the idea of a stipend. Our staff deserves to have this as they have worked extremely hard through COVID. They are so extremely thankful that we are adding in a stipend as a gift to them. Teachers are already making plans of what summer school could look like and we have had several teachers volunteer their time to reach out and find some good presenters or activities to bring in the spring semester for mental health presentations.

https://docs.google.com/forms/d/1OFUn58K_JA8tqJryDKHppwma37Yp7ouZKPBRyjQ_NDg/viewanalytics

Tribes

In looking at internal strategies for finding tribes within our District we looked at our student information system and we have two students that identify as American Indian/Alaskan Native. We initiated contact by sending a survey to all of our families. In looking at our survey results you will see that they did identify as a school student or school parent in the District and it does not specifically say a tribe but in speaking with the family we do know they filled out the survey. From our survey results a few of the following suggestions were mentioned by these families that we spoke to on the phone. Suggestion one: Support staff that could help with academic or social issues that may come up
Suggestion two: Summer School programs for students that are behind

In looking at external strategies we did receive a list of Native American tribes by county for us to contact about our ESSER III funds. We first called Osage Nation of Oklahoma and spoke to Lauren Malone. She was very helpful and I was able to send her our survey about what our funds would be spent on. We then reached out to Wichita and Affiliated Tribes several times. Their voicemail said they had limited hours due to COVID and they gave us options to reach out to different people. On all three occasions we were not able to reach anyone. On their website there is not an email to reach out to.
Contact times were: 11/14/22 at 2:14 PM, 11/19/22 at 10:02 AM, and 01/01/2022 1:23 PM.

Another strategy that we tried is looking up tribes in Kansas to see if there were any other tribes that we were missing to contact in our area.

We also researched several different websites and reached out to different tribes to make sure that we were not missing anyone that could be affiliated with Burrton. Some of the websites that we used are listed below:

<https://wichitatribe.com/>

<https://legendsofkansas.com/>

<https://americanindiancoc.org/native-american-tribes-the-indian-history-in-wichita-kansas/>

Civil Rights Organization including Disability Rights Organizations

We reached out to several different groups in our region to seek feedback about our ESSER III spending. We reached out to Reno County and Harvey county as we are surrounded by several bigger communities. Our first contact was Kari Mailoux from the Hutchinson Community Foundation. She is also connected with United Way in Reno County and was our representative for that group.

Next we reached out to Sheila Gosha who is the Vice President of the COO of the Disability Support of the Great Plains. We reached out to her via phone call and then asked if she would be interested in filling out our survey and we sent her the survey through email.

We reached out to Shelly Bredmeier who is the Director of Reno County Youth Services. She was sent the survey on 12/2/2022 and she completed the survey as well.

Harvey County United way was also a good contact. We work with them on other projects throughout the school year. In speaking with Dalton Black who is the executive director we talked about all the ways that ESSER funds could help. He liked how we were getting input from different organizations and he appreciated the phone call to him just to get his feedback. He was sent the survey but we did not see results from him at this time.

https://docs.google.com/forms/d/1OFUn58K_JA8tqJryDKHppwma37Yp7ouZKPBRyQ_NDg/viewanalytics

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

In developing our ESSER III plan, part of our internal strategy was to survey and speak with Directors and teachers representing our students with disabilities, our ESOL students and any other students we may have in our District. We included our Special Education CO-OP and many of the key stakeholders that work in our District gave input on how we could support this amazing group of students that make up our community. Our goal is to look at data, see what specific interventions our students may use in the SPED classroom and provide them with the resources that they need to teach successfully and help students grow. With our ESOL program we reached out to our partners that work at ESSDACK and we asked for help in providing us training once a month on zoom. We asked for input on the ideas that we had put in place and we believe those ideas and suggestions will help. Part of the funds for the new evidence curriculum will be curriculum that supports our ESOL learners. Ultimately our biggest request is to make sure that the students' social/emotional needs are being met and that we are providing the best core instruction possible. We have already discussed how we intend to help in those areas and keep providing evidence based strategies in the classroom.

https://docs.google.com/forms/d/1OFUn58K_JA8tqJryDKHppwma37Yp7ouZKPBRyjQ_NDg/viewanalytics

4.3% were students with an IEP/Disability

10.9% were free/reduced

2.2% were ELL students

0% were migrant

2.2 % were foster children

87% were not applicable for any of the above subgroups

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

Public - What was the number of responses? How did you get input from the public in addition to the site council?

With our small school district we have several parents and school members that are counted in the survey. We didn't specifically break it down into the public. We have a lot of older people in our community that have no involvement with the school and will not participate in any survey that we give them. Most of our input comes from parents and teachers and they have kids within the school system.

In our ESSER III survey we listed several options for the use of ESSER funds as well as input on what they would like to see. At each of our building site council meetings we discussed each of the items that we had in mind and explained why some were more important than others at this time. The feedback from the public is that they want to see more teachers to help support students in the classroom as well as any extra support after school or in the summertime. Our plan is to have summer school, add a para position and also bring in mental health opportunities, technology and evidence based curriculum. This will help us sustain support for the 2023-2024 school year.

We held a public meeting to talk about ESSER III and the importance of what that means here at school and followed up with the survey.

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 learning loss, social/emotional needs get higher and the cost of materials go up. Our intention is for our counselor and our teachers to reach out to community organizations to bring in mental health services to our students. Working on mental health is also a big part of our KESA plan to help build relationships with all students. Right now our counselor is able to give the SABERS assessment with parent permission and this helps us get an idea of what students are struggling and what we can help them with individually. Outside organizations will be able to come into the school and help our students and families that are struggling with mental health.

For reading skills we are still not even at the 80% mark for tier one instruction yet. We plan on bringing in new evidence based curriculum as well as professional development with these new programs for our teacher to use. This will help us build and learn new instructional strategies that will benefit all of our students prek-12. When strategies are being implemented we know this will have a positive impact on our students and we will see more opportunities for students to respond and more engagement from kids. We are working on building relationships with all students and continuing to learn new strategies will help all students be successful in the classroom.

Here is a document of our fall 2022 reading and math scores.

<https://docs.google.com/document/d/1vDF4TABC5CRzkTzhby2yXXB3q44YvfU-/edit?usp=sharing&oid=101176685839606636420&rtpof=true&sd=true>

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)

Students in grade K-8 will experience a hands-on explorations summer program curriculum. We will be addressing the needs of low-income students, children with disabilities, English learners, migrant students, students experiencing homelessness and children in foster care. Focus areas include:

Reading and Math

STEM

Problem-Solving and Team-Building

Social Studies

Civic Engagement

Environmental Education

Career Exploration

In grades 9-12 we will implement Credit Recovery programs for students in person. Teachers will also be providing individual skill based lessons based off of data and STEM activities. Under the allowable uses; section 11A of the ESSER III reference sheet it says that ESSER funds may be used for planning and implementing summer learning or enrichment programs. When looking at our Fall 2022 Benchmark data from fastbridge only two groups are close the 80% proficiency with high quality core instruction. With our data from Fastbridge it is showing that 11 of the 12 grades are not at proficiency for 80%. By adopting new evidence based training, providing the training for that evidence based curriculum and adding a para position we believe that we will be able to make some academic improvements to our instruction and see student scores increase.

We are requesting \$125,000 to pay for evidence based curriculum as well as \$30,929 for an extra para to support students in the classroom.

With para support, this person can also step in as an "interventionist" and help classroom teachers with instruction. This will help the students who need more support and the teacher can provide more opportunities for students who have already mastered a skill to continue their learning. By providing extra support we embrace every student who comes to school and no matter what their behavior needs are, no matter what their instruction needs are; we are going to specify, articulate and implement an appropriate intervention for that child. So that means a willingness to make modifications, a willingness to make adaptations and a willingness to reflect on evidence based decision making will be provided to students.

With our summer school program and extra para support we will be looking at our classroom strategies and explicit instruction. Our MTSS team has been working with our teachers on these new strategies. They are evidence based strategies that work in the classroom. The first strategy is the teacher model. It should show students exactly what is expected for a

response. Once students know what is expected the model can be dropped to provide additional practice opportunities for students within the lesson. The signal is an important part of explicit instruction as well. The signal includes four parts. It's the focus, the cue, think time and then a sign for response. A focus shows students exactly what they are working on in the task at hand. A cue is a quick reminder of what they are being asked to do, such as "sound" if they are working on sound practice. Think time is a crucial component of the signal. The 'think' time allows all students to think about and formulate their response before students give their response in unison as a group. And then the signal to respond shows that all students are ready to respond and students take part in the practice opportunity.

Another component of explicit instruction is multiple opportunities to respond. With "the signal" that we just mentioned, it helps with opportunities to respond. Multiple opportunities to respond could be through the use of whiteboards, or response cards for students. We will also be bringing in Kagan learning Strategies to incorporate cooperative learning strategies into our K-12 classrooms. Another component of explicit instruction is immediate error correction. Errors should be corrected immediately, in a non-punitive tone, and it consists of two parts of your error correction. The first part is the actual error correction. The teacher models the correct answer and students practice that correct answer. The second component of error correction is confirming. So, students move on from the time that they missed and then loop back later in instruction to make sure that the efficient error correction was effective.

Checking for understanding should be frequently embedded throughout your explicit instruction lesson. Frequent checks for understanding can be used to ensure that students are mastering the content that you are teaching or it can identify areas where students need additional proactive throughout a lesson.

During our late start and in-service days we have been practicing these evidence based strategies and giving each other examples in the classroom and how we responded. We are starting to see the strategies used within the classroom and we will continue to work on these each time.

Here is the list of evidence based practices that we already have in place: ACT prep, ASQ, Differentiated Instruction, Heggerty Phonemic Awareness, IXL, KWL charts, Lexia, Into Math, MTSS, Newsela, Pathways to reading, My Perspectives, second Step, Starfall, Small group instruction and interventions, Think Pair Share, Vocabulary and Zones of Regulation. These are just some of the practices that we have implemented. We are working with our MTSS team to create a more detailed curriculum protocol so that we will have many resources right at our fingertips to help our students succeed.

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

We will continue to look at our fastbridge data and also look at the interventions that we have put in place for student success. We will utilize our summer school program and continue to track student progress on a weekly basis. We are also still working with TASN and the MTSS team and have monthly meetings set up to analyze our data. In looking at data we will be able to see if we need more support staff or what we can do to change our core instruction to help students be successful. Based on the data and our needs assessment we will make decisions on what items we may need with the funds.

We will also look at social/emotional data to make sure that we are meeting the needs of our students in a healthy way. This will give us the opportunity to see if more support could be utilized.

We also have many different options from our survey so we will continuously look at data and talk to all stakeholders before submitting another request if the full amount is not approved.

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.

Social/emotional needs are increasing with students. It is essential that our mental health issues be identified and treated because research shows mental health and academic achievement are linked. We need to work on building positive relationships in order to gain trust and confidence and be able to help students move forward to be successful. We would like to bring in mental health services into our school. We would like to help our counselor create a comprehensive developmental school counseling program that positively impacts students, parents, teachers, administrators, boards and departments of education, businesses and the community. There are benefits to helping each one of these groups: Benefits for students include:

Preparing students for challenges of the 21st century through academic, career and personal/social development

Relates education program future success

Facilitates career exploration and development

Develops decision-making and problem solving skills

Assists in acquiring knowledge of self and others

Enhances personal development

Assist in developing effective interpersonal relationships skills

Broadens knowledge of our changing world

Provides advocacy for students

Encourages facilitative, cooperative peer interactions

Fosters resilience factors for students

Assures equitable access to education opportunities.

School counselors provide a lot of support to teachers by completing a team that can effectively address the educational goals and needs of students, leading to an increase in student achievements. The biggest benefit for these mental health services is that they prepare students for academic, career and social challenges. They make students motivated learners and facilitate their exploration. With our mental health services request of \$25,000 this will be a combination of different things that our counselor would like to utilize. We would like to bring in presenters, offer rotations that students could walk around to for help, offer mental health check-ins, provide brain breaks etc. One day we would like to bring in healthy eating and have a chef come in to show kids some simple things to do at home. We have several great ideas that could go into a rotating, involved, hands-on learning experience for our students. All of these mental health ideas and collaborations that we have in the works will benefit our students in several ways.

Technology is another area that was requested by our students and several others in the community. At this time we would like to designate \$40,000 of ESSER funds to technology. We actually have a student committee that is doing a survey and research to find out exactly what they need. Is it a new program to benefit from a CTE course in high school? Is it a new chromebook for educational needs? Is it an evidence based program online that we could have students get a subscription to to help supplement with core instruction? Do we need more technology to send home when students are sick? Technology benefits the classroom in today's world and we want to make sure we are using it for educational purposes. This research by students will be completed and presented to the board next month to show them what they have come up with and what they need that will help them excel in the classroom. Our students were so excited to do this and we hope that they will get the opportunity to utilize the funds to benefit our students. Under the allowable uses: section 9 of the ESSER III reference sheet; purchasing educational technology is an appropriate use of ESSER funds.

**All of the answers above are included in the survey link that I provided to you in each section.

Allocations

	Direct Allocation	True Up Allocation	Total Allocation		20% Minimum
ESSER III Allocations	\$370,929	\$0	\$370,929	ESSER III Allocations	\$74,186
Approved Total	\$0	\$0	\$0	Approved Total	\$0
Amount Left	\$370,929	\$0	\$370,929	Amount Still Needed	\$74,186
In Review Total	\$370,929	\$0	\$370,929	In Review Total	\$80,929
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
369-3-0001	Direct	False	1000	111	12	\$22,000	Task Force Review
369-3-0002	Direct	False	2410	111	12	\$3,000	Task Force Review
369-3-0003	Direct	False	2321	111	12	\$2,000	Task Force Review
369-3-0004	Direct	False	2122	111	12	\$1,000	Task Force Review
369-3-0005	Direct	False	2321	121	12	\$4,000	Task Force Review
369-3-0006	Direct	False	2410	121	12	\$2,000	Task Force Review
369-3-0007	Direct	False	2710	121	12	\$4,000	Task Force Review
369-3-0008	Direct	False	2620	121	12	\$3,000	Task Force Review
369-3-0009	Direct	False	1000	121	12	\$5,000	Task Force Review
369-3-0010	Direct	False	3120	121	12	\$4,000	Task Force Review
369-3-0011	Direct	False	1000	644	12	\$100,000	Task Force Review
369-3-0012	Direct	False	1000	645	12	\$55,000	Task Force Review
369-3-0013	Direct	True	1000	121	12	\$30,929	Task Force Review
369-3-0014	Direct	False	2122	111	10	\$25,000	Task Force Review
369-3-0015	Direct	True	1000	111	11A	\$50,000	Task Force Review
369-3-0017	Direct	False	1000	650	9	\$60,000	Task Force Review

Line Item Details

Line Item ID: 369-3-0001

Allocation Type

Direct Allocation

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

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

Account Name

Federal

Account Number

07

Function Code

1000 - Instruction

Object Code

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

Staff Stipend-Under the allowable uses: section 16 of the ESSER III reference sheet; it states other activities necessary to maintain LEA operations and services and employ existing staff. Taking care of employees is another key factor in our strategic plan. We want to retain staff so we are choosing to use premium pay for all employees. It is a token of gratitude for our employees working through new and challenging conditions. "Studies show that many teachers aren't just leaving one school for another. Instead, they're leaving the field altogether." If we can provide an extra incentive for staff then we are keeping qualified teachers here in our small community so that our students have the best education possible. For this account number we will pay 22 staff members on March 10, 2023 before they leave for spring break for a total of \$22,000.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$22,000
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$22,000</u>

Status

Task Force Review

Line Item ID: 369-3-0002

Allocation Type

Direct Allocation

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

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

Account Name

Federal

Account Number

07

Function Code

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

Staff Stipend-Under the allowable uses: section 16 of the ESSER III reference sheet; it states other activities necessary to maintain LEA operations and services and employ existing staff. Taking care of employees is another key factor in our strategic plan. We want to retain staff so we are choosing to use premium pay for all employees. It is a token of gratitude for our employees working through new and challenging conditions. "Studies show that many teachers aren't just leaving one school for another. Instead, they're leaving the field altogether." If we can provide an extra incentive for staff then we are keeping qualified teachers here in our small community so that our students have the best education possible. For this account number we will pay 3 staff members on March 10, 2023 before they leave for spring break for a total of \$3,000.

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

Status

Task Force Review

Line Item ID: 369-3-0003

Allocation Type

Direct Allocation

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

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

Account Name

Federal

Account Number

07

Function Code2321 - Office of the Superintendent
Services**Object Code**

111 - Full-Time Certified Salaries

Allowable Use12 - Addressing learning loss among
students, including vulnerable
populations.**Please describe the expenditures within the account and how they will address a COVID-19 need**

Staff Stipend-Under the allowable uses: section 16 of the ESSER III reference sheet; it states other activities necessary to maintain LEA operations and services and employ existing staff. Taking care of employees is another key factor in our strategic plan. We want to retain staff so we are choosing to use premium pay for all employees. It is a token of gratitude for our employees working through new and challenging conditions. "Studies show that many teachers aren't just leaving one school for another. Instead, they're leaving the field altogether." If we can provide an extra incentive for staff then we are keeping qualified teachers here in our small community so that our students have the best education possible. For this account number we will pay 2 staff members on March 10, 2023 before they leave for spring break for a total of \$2,000.

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

Status

Task Force Review

Line Item ID: 369-3-0004

Allocation Type

Direct Allocation

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

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

Account Name

Federal

Account Number

07

Function Code

2122 - Counseling 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

Staff Stipend-Under the allowable uses: section 16 of the ESSER III reference sheet; it states other activities necessary to maintain LEA operations and services and employ existing staff. Taking care of employees is another key factor in our strategic plan. We want to retain staff so we are choosing to use premium pay for all employees. It is a token of gratitude for our employees working through new and challenging conditions. "Studies show that many teachers aren't just leaving one school for another. Instead, they're leaving the field altogether." If we can provide an extra incentive for staff then we are keeping qualified teachers here in our small community so that our students have the best education possible. For this account number we will pay 1 staff member on March 10, 2023 before they leave for spring break for a total of \$1,000.

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

Status

Task Force Review

Line Item ID: 369-3-0005

Allocation Type

Direct Allocation

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

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

Account Name

Federal

Account Number

07

Function Code2321 - Office of the Superintendent
Services**Object Code**

121 - Full-Time Non-Certified Salaries

Allowable Use12 - Addressing learning loss among
students, including vulnerable
populations.**Please describe the expenditures within the account and how they will address a COVID-19 need**

Staff Stipend-Under the allowable uses: section 16 of the ESSER III reference sheet; it states other activities necessary to maintain LEA operations and services and employ existing staff. Taking care of employees is another key factor in our strategic plan. We want to retain staff so we are choosing to use premium pay for all employees. It is a token of gratitude for our employees working through new and challenging conditions. "Studies show that many teachers aren't just leaving one school for another. Instead, they're leaving the field altogether." If we can provide an extra incentive for staff then we are keeping qualified teachers here in our small community so that our students have the best education possible. For this account number we will pay 4 staff members on March 10, 2023 before they leave for spring break for a total of \$4,000.

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

Status

Task Force Review

Line Item ID: 369-3-0006

Allocation Type

Direct Allocation

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

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

Account Name

Federal

Account Number

07

Function Code

2410 - Office of the Principal 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

Staff Stipend-Under the allowable uses: section 16 of the ESSER III reference sheet; it states other activities necessary to maintain LEA operations and services and employ existing staff. Taking care of employees is another key factor in our strategic plan. We want to retain staff so we are choosing to use premium pay for all employees. It is a token of gratitude for our employees working through new and challenging conditions. "Studies show that many teachers aren't just leaving one school for another. Instead, they're leaving the field altogether." If we can provide an extra incentive for staff then we are keeping qualified teachers here in our small community so that our students have the best education possible. For this account number we will pay 2 staff members on March 10, 2023 before they leave for spring break for a total of \$2,000.

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

Status

Task Force Review

Line Item ID: 369-3-0007

Allocation Type

Direct Allocation

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

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

Account Name

Federal

Account Number

07

Function Code

2710 - Vehicle Operation

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

Staff Stipend-Under the allowable uses: section 16 of the ESSER III reference sheet; it states other activities necessary to maintain LEA operations and services and employ existing staff. Taking care of employees is another key factor in our strategic plan. We want to retain staff so we are choosing to use premium pay for all employees. It is a token of gratitude for our employees working through new and challenging conditions. "Studies show that many teachers aren't just leaving one school for another. Instead, they're leaving the field altogether." If we can provide an extra incentive for staff then we are keeping qualified teachers here in our small community so that our students have the best education possible. For this account number we will pay 4 staff members on March 10, 2023 before they leave for spring break for a total of \$4,000.

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

Budgeted Expenditures in SFY 2023	\$4,000
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Budgeted Expenditures in SFY 2024	\$0
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Total Expenditures	<u>\$4,000</u>
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Status

Task Force Review

Line Item ID: 369-3-0008

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

Account Number

07

Function Code

2620 - Maintenance of Buildings

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

Staff Stipend-Under the allowable uses: section 16 of the ESSER III reference sheet; it states other activities necessary to maintain LEA operations and services and employ existing staff. Taking care of employees is another key factor in our strategic plan. We want to retain staff so we are choosing to use premium pay for all employees. It is a token of gratitude for our employees working through new and challenging conditions. "Studies show that many teachers aren't just leaving one school for another. Instead, they're leaving the field altogether." If we can provide an extra incentive for staff then we are keeping qualified teachers here in our small community so that our students have the best education possible. For this account number we will pay 3 staff members on March 10, 2023 before they leave for spring break for a total of \$3,000.

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

Status

Task Force Review

Line Item ID: 369-3-0009

Allocation Type

Direct Allocation

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

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

Account Name

Federal

Account Number

07

Function Code

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

Staff Stipend-Under the allowable uses: section 16 of the ESSER III reference sheet; it states other activities necessary to maintain LEA operations and services and employ existing staff. Taking care of employees is another key factor in our strategic plan. We want to retain staff so we are choosing to use premium pay for all employees. It is a token of gratitude for our employees working through new and challenging conditions. "Studies show that many teachers aren't just leaving one school for another. Instead, they're leaving the field altogether." If we can provide an extra incentive for staff then we are keeping qualified teachers here in our small community so that our students have the best education possible. For this account number we will pay 5 staff members on March 10, 2023 before they leave for spring break for a total of \$5,000.

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

Status

Task Force Review

Line Item ID: 369-3-0010

Allocation Type

Direct Allocation

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

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

Account Name

Federal

Account Number

07

Function Code3120 - Food Preparation and
Dispensing Services**Object Code**

121 - Full-Time Non-Certified Salaries

Allowable Use12 - Addressing learning loss among
students, including vulnerable
populations.**Please describe the expenditures within the account and how they will address a COVID-19 need**

Staff Stipend-Under the allowable uses: section 16 of the ESSER III reference sheet; it states other activities necessary to maintain LEA operations and services and employ existing staff. Taking care of employees is another key factor in our strategic plan. We want to retain staff so we are choosing to use premium pay for all employees. It is a token of gratitude for our employees working through new and challenging conditions. "Studies show that many teachers aren't just leaving one school for another. Instead, they're leaving the field altogether." If we can provide an extra incentive for staff then we are keeping qualified teachers here in our small community so that our students have the best education possible. For this account number we will pay 4 staff members on March 10, 2023 before they leave for spring break for a total of \$4,000.

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

Status

Task Force Review

Line Item ID: 369-3-0011

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

Textbook

Account Number

55

Function Code

1000 - Instruction

Object Code

644 - Textbooks

Allowable Use

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

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

We have 82.02% of our student population that is ESOL, SPED or a student in poverty on free and reduced lunches. 52% of that is free and reduced, 29% is SPED students and .02% is ESOL students. We will utilize our fastbridge assessments to determine which students will need the extra support. Within those, we are also looking at evidence based curriculum to add to our curriculum protocol so that these students are receiving evidence based instruction. TASN has been helping us work on different curriculums to purchase to help support our students. We have not had the opportunity to buy new curriculum lately due to the budget but with the use of ESSER funds we can use these evidence based programs to help students succeed. With the purchase of these new resources we will also purchase professional development so that staff are well trained on the resources to be able to deliver exceptional instruction in their classroom.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$50,000
Budgeted Expenditures in SFY 2024	\$50,000
Total Expenditures	<u>\$100,000</u>

Status

Task Force Review

Line Item ID: 369-3-0012

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

Textbook

Account Number

55

Function Code

1000 - Instruction

Object Code

645 - Workbooks

Allowable Use

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

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

We have 82.02% of our student population that is ESOL, SPED or a student in poverty on free and reduced lunches. 52% of that is free and reduced, 29% is SPED students and .02% is ESOL students. We will utilize our fastbridge assessments to determine which students will need the extra support. Within those, we are also looking at evidence based curriculum to add to our curriculum protocol so that these students are receiving evidence based instruction. TASN has been helping us work on different curriculums to purchase to help support our students. We have not had the opportunity to buy new curriculum lately due to the budget but with the use of ESSER funds we can use these evidence based programs to help students succeed. With the purchase of these new resources we will also purchase professional development so that staff are well trained on the resources to be able to deliver exceptional instruction in their classroom.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$27,500
Budgeted Expenditures in SFY 2024	\$27,500
Total Expenditures	<u>\$55,000</u>

Status

Task Force Review

Line Item ID: 369-3-0013

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

Federal

Account Number

07

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

We would like to hire an additional para. This person can also step in as an "interventionist" and help classroom teachers with instruction. This will help the students who need more support and the teacher can provide more opportunities for students who have already mastered a skill to continue their learning. By providing extra support we embrace every student who comes to school and no matter what their behavior needs are, no matter what their instruction needs are; we are going to specify, articulate and implement an appropriate intervention for that child. So that means a willingness to make modifications, a willingness to make adaptations and a willingness to reflect on evidence based decision making will be provided to students. We have 82.02% of our student population that is ESOL, SPED or a student in poverty on free and reduced lunches. 52% of that is free and reduced, 29% is SPED students and .02% is ESOL students. We will utilize our fastbridge assessments to determine which students will need the extra support. Within those, we are also looking at evidence based curriculum to add to our curriculum protocol so that these students are receiving evidence based instruction. TASN has been helping us work on different curriculums to purchase to help support our students. We have not had the opportunity to buy new curriculum lately due to the budget but with the use of ESSER funds we can use these evidence based programs to help students succeed. With the purchase of these new resources we will also purchase professional development so that staff are well trained on the resources to be able to deliver exceptional instruction in their classroom.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$30,929
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$30,929</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

Federal

Account Number

07

Function Code

2122 - Counseling 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

School counselors provide a lot of support to teachers by completing a team that can effectively address the educational goals and needs of students, leading to an increase in student achievements. The biggest benefit for these mental health services is that they prepare students for academic, career and social challenges. They make students motivated learners and facilitate their exploration. With our mental health services request of \$25,000 this will be a combination of different things that our counselor would like to utilize. We would like to bring in presenters, offer rotations that students could walk around to for help, offer mental health check-ins, provide brain breaks etc. We would like to bring in healthy eating and have a chef come in to show kids some simple things to do at home. We have several great ideas that could go into a rotating, involved, hands -on learning experience for our students. All of these mental health ideas and collaborations that we have in the works will benefit our students in several ways. Mental health services are increasing. It is essential that our mental health issues be identified and treated because research shows mental health and academic achievement are linked. In this article "COVID 19 and your mental health" you can see that many people now have fear, anxiety and depression due to COVID. We need support here in our school for those students experiencing symptoms because of COVID.

<https://www.mayoclinic.org/diseases-conditions/coronavirus/in-depth/mental-health-covid-19/art-20482731>

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

Status

Task Force Review

Line Item ID: 369-3-0015

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

Federal

Account Number

07

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 School Staff-We will be utilizing 7 staff members for K-8 as well as 2 paras. We will also be utilizing 2 staff members for 9-12 for credit recovery. Our summer school will be the month of June, Monday-Thursday from 8:00 am-12:00. Students in grade K-8 will experience a hands-on explorations summer program curriculum. We will be addressing the needs of low-income students, children with disabilities, English learners, migrant students, students experiencing homelessness and children in foster care. Focus areas include:

Reading and Math

STEM

Problem-Solving and Team-Building

Social Studies

Civic Engagement

Environmental Education

Career Exploration

In grades 9-12 we will implement Credit Recovery programs for students in person. Teachers will also be providing individual skill based lessons based off of data and STEM activities. Under the allowable uses; section 11A of the ESSER III reference sheet it says that ESSER funds may be used for planning and implementing summer learning or enrichment programs. When looking at our Fall 2022 Benchmark data from fastbridge only two groups are close the 80% proficiency with high quality core instruction. With our data from Fastbridge it is showing that 11 of the 12 grades are not at proficiency for 80%. By adopting new evidence based training, providing the training for that evidence based curriculum and adding a para position we believe that we will be able to make some academic improvements to our instruction and see student scores increase.

Budgeted Expenditures in SFY 2021	\$0
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Budgeted Expenditures in SFY 2022	\$0
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Budgeted Expenditures in SFY 2023	\$25,000
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Budgeted Expenditures in SFY 2024	\$25,000
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Total Expenditures	<u>\$50,000</u>
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Status

Task Force Review

Allocation Type

Direct Allocation

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

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

Account Name

Supplemental

Account Number

08

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

We will be purchasing the HP X360 CHROMEBOOKS G3 11" INTEL TOUCH.

Technology upgrades to assist with potential learning loss-These will all be student chrome books. These will be used to take home if a student is sick so they can access the learning material online. We also have software that supports our journalism and digital media class that we would like to purchase and put on chromebooks for our high school students to take home and work on when they cannot come to school due to COVID. Digital access can serve a great purpose when we are needing to help our population. Many times our families can't afford internet access or technology so if we can give this support to our students to complete homework and do work at home we want to help them be successful.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$30,000
Budgeted Expenditures in SFY 2024	\$30,000
Total Expenditures	<u>\$60,000</u>

Status

Task Force Review

ESSER III APPLICATION FOR D0380

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>
Vermillion	209 School Street, Vermillion, KS 665440107	209 School St., Vermillion, KS 66544
<u>Superintendent Name</u>	<u>Superintendent E-mail Address</u>	<u>Superintendent Phone Number</u>
Joel Bickford	bickfordj@usd380.com	(785) 382-6216

Authorized Representative of the District Information

<u>Name</u>	<u>Position of Title</u>	<u>E-mail Address</u>	<u>Phone Number</u>
Joel Bickford	Superintendent	bickfordj@usd380.com	(785) 382-6213
<u>Other District Representative 1 - Name</u>	<u>Other District Representative 1 - E-mail Address</u>		
Jordan Keating	keatingj@usd380.com		
<u>Other District Representative 2 - Name</u>	<u>Other District Representative 2 - E-mail Address</u>		
Marceil Hasenkamp	hasenkamp@usd380.com		

Plan for Safe Return

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

https://core-docs.s3.amazonaws.com/documents/asset/uploaded_file/1332149/ESSER_III_Plan_2021-2022.pdf

Use of Funds for CDC Guidance

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

The funds will be used to create smaller classes in order for our students to be separated and space to mitigate the threat of the virus spreading. This will be done by adding additional staff to teach in more locations. We also intend to use the medical aides personnel to assist with the elementary students in place of the school nurse.

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 building principals visited with student councils of both schools to discuss the ESSR III plan. The principals then informed students that they would be able to examine the ESSER III plan more thoroughly if they were on the superintendent advisory group. The students who were interested applied and were selected at random (due to the amount wanting to be on the group). They (68 students) 29% , were surveyed to address the need for additional learning opportunities. These students were formed into a superintendent advisory board that was able to gather information on the student level and create a direct link to the school board. The ideas that they pushed forward were consistently were to provide some assistance in the school day, with para ducators, and also after school tutoring. They believed that the summer school option would be the least desireable but the most effective measure to increase students efforts on this springs state assessment. 68 students applied to be on the group. Only 16 were selected.

Families

Families were briefed via video from the district which discussed the "gap" in student learning. The families were surveyed to the applicability of summer school. This survey included questions regarding the dates, the grades allowed and the need for the "attack the Gap " strategy. The district would use the Fastbridge data and the student state assessment data to determine eligibility. The survey also asked whether the parents would be interested in enrichment activities as well. Most of the surveys were consistent in the responses that indicated a. strong after school program b. in school remedial assistance c. summer school. 68 per cent of of our families competed the survey.

School and District Administrators including Special Education Administration

The district administration team (4) of the superintendent and the building principals and the curriculum coordinator analyzed the data and determined the gap in learning did exist. The districts Special education consortium were consulted to determine if the same gap was present in the special education students. The summer school would be offered for special education students as well. The consortium teachers would be paid from the ESSER III funding to the district. The group met multiple times to determine the feasability of the summer school and decided the location, and the food service, and transportation required. The same group then determined a method to build a robust after school assistance program. This was the most effective use of ESSR funding use for this group. This group also believed that a strong SEL program needed to be initiated. The team felt a district wide SEL taught with fidelity and regularly would be able to lessen the stresss on our school social worker. All of our teaching staff would be trained on the SEL program in "bootcamp" which would be in the summer off of contract days. 39 of 50 teachers responded to the survey. 78% responded.

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

Both of the K-12 schools within the district were engaged in the best strategies discussions to attack the gap during tier staff meetings and PLC time from an early release date. The entire staff was surveyed regarding use of ESSER 3 funds. This data was examined by the district leadership team. Summer school was definitely a strategy mentioned consistently as well as an after school program. These were clearly the top two choices. Many felt that the students in the senior high schools may benefit with more reading and math incorporated across the curriculum, as well as incorporating a comprehensive SEL program (evidenced based) The superintendent and the administration surveyed the staff and looked at the "gap" and discussed the summer school and after school assistance along with the SEL need. The non certified staff were interviewed (6) and the SEL program was one item they felt the students would benefit from. They believed that some of the issues that they see now were due to emotional trauma that the students went through during the pandemic. All of our teaching staff would be trained on the SEL program in "bootcamp" which would be in the summer off of contract days. 39 of 50 teachers responded to the survey. 78% responded.

The district does not have a teachers union but the 10 member negotiations staff were contacted. We discussed the ESSER 3 priorities. Teachers are strongly supportive of the Emergency Stabilization and Support (ESSER) funding available to states and school districts for the purpose of providing summer school programs to students. Educators recognize that the additional educational time in the summer months will help keep students engaged and motivated while they are out of their normal academic environments, provide much needed remediation, enrichment opportunities, and give at-risk students another opportunity to make up any lost credits. Additionally, it provides teachers with an additional outlet to spend more individualized time with their students who are struggling or need extra tutoring sessions—allowing them to better serve their classmates who may be falling behind due to the pandemic.

Given the unprecedented realities and educational challenges of 2020, both teachers and school districts have become increasingly reliant on Emergency Stabilization Support and Ensuring Services funding (ESSER) to ensure students have access to critical after school programs. The coordination and support of ESSER funds has enabled many schools to implement innovative programming, including STEM courses, tutoring opportunities, career exploration workshops, mental health support services, and other beneficial resources in a safe and engaging learning environment. Teachers play an essential role in advocating for additional ESSER funds so that students are able to continue accessing these important programs that promote academic success while also fostering valuable life skills at a time when disruptions due to COVID closures may otherwise leave them behind. This priority is supported by all of th members.

Teachers are acutely aware of the importance of social emotional learning (SEL) programs in providing students with the skills needed to foster long-term success. Therefore, they strongly support the Emergency Support for Students and Educators (ESSER) funding allocated by the government for SEL initiatives. This influx of funds provides much-needed resources to help teachers create robust programs within their schools that provide a safe and supportive space for children and youth to build upon their self-awareness, empathy, resilience, and problem solving abilities. The investment in SEL programming is crucial now more than ever due to unprecedented levels of disruption resulting from the COVID-19 pandemic, making teachers' steadfast and unwavering support of this educational priority highly appreciated.

The negotiating body was in favor of premium pay but the BOE and the administration believed a bootcamp with a stipend would be a better way of distributing funds into the hands of the teachers. This was also believed to be more palatable to the public.

Tribes

Our students in this category and patrons belong to various tribes. Some are not located in our region. To accomodate all of our Native students, we surveyed thier parents/guardians with questions regarding programs and outcomes specific to Native students such as Connecting Students to Culture, Tradition, and Indigenous Knowledge, positive self identity, mental health and well being. We also saw a preference for after school programs from this body. We only had five students who identified as Native on thier school information. We emailed surveys to all of them as well as called all of them. 2 filled out the survey and 3 failed to respond. However they discussed the options via telephone and the results were consistent with the surveys.

Civil Rights Organization including Disability Rights Organizations

We have called and emailed the Disability Rights Center of Kansas in an effort to determine what the needs of these students would be in regards to further funding. We were asking for the input in the ares of advocacy and mental health awareness, that we see post pandemic. The answers we received were indeed what we had in mind. They fully supported after school programs and summer school, which is a main focus of our strategy. They echoed the programs that we beleived would be most beneficial to this sub group.

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 been in contact with the KansasAppleseed organization, which advocates for the students who are in foster care and are homeless and in the criminal justice system. We specifically are looking for methods to reconnect these students with lost learning due to the pandemic. They have not responded to our inquiries. We also surveyed our special needs parents in our survey, and plan to include these students in the summer school or after school "gap" activities. These are considered in all the IEP's in the district. The patrons who have students on an IEP were surveyed. The priorities were a fully funded summer school, and an after school program. We also have included our local special education director to be involved in several of the leadership meetings regarding funding. We did not have migratory students. We only had one child in foster care at this time and the student is a senior. We do not have incarcerated students, however our expelled students (2) will both be able to recover credits with our after school tutoring program and both parents agreed that this was the favorable method. They were contacted via telephone. We only have one English learner in our district. This student has struggled with attendance. The student lives with a non custodial uncle. The uncle has been unresponsive to our phone calls and emails. We do believe the student will be involved in our summer school and has stated that they would be interested. This will be a credit recovery scenario.

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

We held a public meeting for our budget. We have placed our survey on our school web page, and also direct people from our board meetings, which are Zoomed live. Our surveys are also reference and directions given in the monthly Superintendents news column in the local paper. We have asked the patrons and parents for recommendations moving out of the pandemic for ideas and strategies through our social media and videos sent home. We placed the ESSER plan on our district website and invited comments. The most consistent comment (7) was the recommendation of an after school program for our students in the "gap".

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 students have demonstrated a learning loss or "gap" that occurred during the pandemic. This is seen on several sets of data, to include our Kansas State assessment and our Fastbridge assessments. This is particularly evident in the subject of reading. Our level one performing students according to the KAP Assessment has grown over the past few years. Prior to the pandemic, we had an average of 11.8% of our students scoring a Level 1. In the area of ELA following the pandemic, our average percentage of students scoring a Level 1 increased to 17.3% in the 2020-2021 school year, and then increased again to 20.1% in the 2021-2022 school year. In mathematics we had a similar slide take place. Prior to the pandemic our average percentage of students scoring a Level 1 was 12.2%. Our most recent scores from the 2021-2022 school year show an average of 16.6% of our students scoring a Level 1 on the Kansas Math Assessment.

Our social worker has seen an increase in referrals.

Our district currently has one English language learner. We have reached out via email and phone and survey to the parent but we are not getting a response. The student has been absent a great deal so we are still attempting to reach the responsible parent but are not having much success. We do believe that an after school or summer program would benefit this child and currently credit recovery options in the summer are going to be available as funding allows.

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 stakeholders in USD 380 have agreed that summer learning and or after school programs tutoring) is our best opportunity to gain back the skills lost during the pandemic. Targeted specific interventions would be used and the students would be assessed going into the summer school program and assessed on the exit of the summer school program. We may offer enrichment (in the form of STEM classes) as an enrichment model. We would use additional funding for a comprehensive SEL program and train the staff on this program. The district will also examine the schedule to determine if there is a better schedule to accommodate the MTSS programs. The district would also use additional teachers to make class sizes smaller which is an evidenced based method. We would need an additional MTSS or Title teacher in one side of the district and another elementary teacher to eliminate larger classes. The students who have been affected the most will be the students placed into summer school and also the students who receive the priority in after school activities. Our MTSS programs are being evaluated to determine if there is a larger need within our buildings than previously thought. The research we used is : <https://eric.ed.gov/?id=ED606086>

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

We will utilize our staff to train each other, in a train the trainer scenario to assist them in areas that particularly address the needs of the students in the gap, such as LETRS training, and Literacy cadre, and the implementation of SEL training. We would be using this to fund our "boot camp" to ensure the new curriculums (especially the SEL) are taught with fidelity, and also fund our summer school "Attack the Gap" program. This is specifically aimed at the low achieving students and the need for academic supports and social emotional supports. We would involve not only our certified staff but also our non certified as they will play an important role, many acting as advisors, to the students.

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

We will offer all of the programs to our special needs students, and our students who have demonstrated learning loss. We will utilize our ESSER funding to be able to pay for the teachers (SPED) of the Special education students also. We plan to use the data that was measured for entrance into the program to be evaluated and assessed at the final class period of the extended school year and measure effectiveness. We also will use the MTSS programs we have, and continue, until the gap students are on pace with their peers. We will utilize our social emotional training and curriculum with the students in our summer school and our targeted MTSS students, based upon the increased numbers we have seen in our social worker case load. This increase is significant. Our school social worker has had her caseload triple, post pandemic and we believe that all of our staff will be needed to address the volume of issues we are seeing. This in turn, will assist us in targeting the students who need the most support, and alleviate the social workers need to intervene. It also will provide a whole school community approach. We have had multiple setbacks during the pandemic. We have had a suicide within the student body and the district Superintendent lost his battle with cancer. These events with the additional stress of the pandemic have created an environment where the students are suffering. The students who are not in the sub groups of high impact are suffering a great deal and the students in these are suffering exponentially. We believe we can get to where we want to be but we have to create a strong system of academic support and emotional and social support to include coping skills and resiliency.

Allocations

	Direct Allocation	True Up Allocation	Total Allocation		20% Minimum
ESSER III Allocations	\$479,035	\$0	\$479,035	ESSER III Allocations	\$95,807
Approved Total	\$0	\$0	\$0	Approved Total	\$0
Amount Left	\$479,035	\$0	\$479,035	Amount Still Needed	\$95,807
In Review Total	\$479,035	\$0	\$479,035	In Review Total	\$263,992
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
380-3-0001	Direct	True	1000	110	12	\$114,226	Task Force Review
380-3-0002	Direct	True	1000	210	12	\$20,542	Task Force Review
380-3-0003	Direct	True	1000	220	12	\$8,730	Task Force Review
380-3-0004	Direct	True	1000	290	12	\$600	Task Force Review
380-3-0005	Direct	True	1000	120	12	\$30,000	Task Force Review
380-3-0006	Direct	True	1000	210	12	\$12,051	Task Force Review
380-3-0007	Direct	True	1000	220	12	\$2,200	Task Force Review
380-3-0008	Direct	True	1000	250	12	\$300	Task Force Review
380-3-0009	Direct	True	1000	321	9	\$21,750	Task Force Review
380-3-0010	Direct	True	1000	321	9	\$17,593	Task Force Review
380-3-0011	Direct	False	1000	321	9	\$5,040	Task Force Review
380-3-0012	Direct	True	1000	321	9	\$6,000	Task Force Review
380-3-0013	Direct	False	1000	321	9	\$5,770	Task Force Review
380-3-0014	Direct	False	1000	444	9	\$600	Task Force Review
380-3-0015	Direct	False	2590	290	10	\$9,000	Task Force Review
380-3-0016	Direct	False	2130	110	5	\$70,000	Task Force Review
380-3-0017	Direct	False	2130	120	5	\$20,000	Task Force Review
380-3-0018	Direct	False	2110	590	4	\$33,000	Task Force Review
380-3-0019	Direct	True	1000	110	12	\$30,000	Task Force Review
380-3-0020	Direct	False	1000	110	12	\$51,035	Task Force Review
380-3-0021	Direct	False	2130	210	5	\$13,293	Task Force Review
380-3-0022	Direct	False	2130	220	5	\$5,355	Task Force Review
380-3-0023	Direct	False	2130	290	5	\$325	Task Force Review
380-3-0024	Direct	False	2130	220	5	\$1,500	Task Force Review
380-3-0025	Direct	False	2130	290	5	\$125	Task Force Review

Line Item Details

Line Item ID: 380-3-0001

Allocation Type

Direct Allocation

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

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

Account Name

Certified Salaries

Account Number

45-1000-110

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

These salaries are used to pay for our Multi-Tiered Systems of Support (MTSS) teachers. Previously, we had fewer teachers in this department, but since the pandemic, our numbers of students qualifying for interventions has increased significantly due to severe learning loss in math and reading. In order to address these needs, we needed to expand our MTSS program by adding more certified teachers.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$28,526
Budgeted Expenditures in SFY 2024	\$85,700
Total Expenditures	<u>\$114,226</u>

Status

Task Force Review

Line Item ID: 380-3-0002

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

Insurance

Account Number

45-1000-210

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 is the insurance premium for our Multi-Tiered Systems of Support (MTSS) teachers. Previously, we had fewer teachers in this department, but since the pandemic, our numbers of students qualifying for interventions has increased significantly due to severe learning loss in math and reading. In order to address these needs, we needed to expand our MTSS program by adding more certified teachers.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$6,042
Budgeted Expenditures in SFY 2024	\$14,500
Total Expenditures	<u>\$20,542</u>

Status

Task Force Review

Line Item ID: 380-3-0003

Allocation Type

Direct Allocation

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

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

Account Name

Social Security

Account Number

45-1000-220

Function Code

1000 - Instruction

Object Code

220 - Social Security Contributions

Allowable Use

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

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

This is the social security contribution that is used to pay for our Multi-Tiered Systems of Support (MTSS) teachers. Previously, we had fewer teachers in this department, but since the pandemic, our numbers of students qualifying for interventions has increased significantly due to severe learning loss in math and reading. In order to address these needs, we needed to expand our MTSS program by adding more certified teachers.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$2,180
Budgeted Expenditures in SFY 2024	\$6,550
Total Expenditures	<u>\$8,730</u>

Status

Task Force Review

Line Item ID: 380-3-0004

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

Other

Account Number

45-1000-290

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 is for the employer contribution for unemployment and workers comp for our Multi-Tiered Systems of Support (MTSS) teachers. Previously, we had fewer teachers in this department, but since the pandemic, our numbers of students qualifying for interventions has increased significantly due to severe learning loss in math and reading. In order to address these needs, we needed to expand our MTSS program by adding more certified teachers.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$200
Budgeted Expenditures in SFY 2024	\$400
Total Expenditures	<u>\$600</u>

Status

Task Force Review

Line Item ID: 380-3-0005

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

Non Certified Salary

Account Number

45-1000-120

Function Code

1000 - Instruction

Object Code

120 - Regular Non-Certified Salaries

Allowable Use

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

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

These salaries are used to pay for our Multi-Tiered Systems of Support (MTSS) paraprofessionals. Previously, we had fewer staff in this department, but since the pandemic, our numbers of students qualifying for interventions has increased significantly due to severe learning loss in math and reading. In order to address these needs, we needed to expand our MTSS program by adding more paraprofessionals. The paraprofessionals in the MTSS department are imperative in ensuring the MTSS program is implemented effectively.

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

Budgeted Expenditures in SFY 2023	\$12,000
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Budgeted Expenditures in SFY 2024	\$18,000
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Total Expenditures	\$30,000
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Status

Task Force Review

Line Item ID: 380-3-0006

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

Insurance

Account Number

45-1000-210

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

Insurance

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

Budgeted Expenditures in SFY 2023	\$4,800
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Budgeted Expenditures in SFY 2024	\$7,251
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Total Expenditures	\$12,051
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Status

Task Force Review

Line Item ID: 380-3-0007

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

Social Security

Account Number

45-1000-220

Function Code

1000 - Instruction

Object Code

220 - Social Security Contributions

Allowable Use

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

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

Social Security

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$900**Budgeted Expenditures in SFY 2024** \$1,300**Total Expenditures** \$2,200**Status**

Task Force Review

Line Item ID: 380-3-0008

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

Other

Account Number

45-1000-290

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

Unemp, Workers Comp

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$100**Budgeted Expenditures in SFY 2024** \$200**Total Expenditures** \$300**Status**

Task Force Review

Line Item ID: 380-3-0009

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

Purchased Prof & Tech

Account Number

45-1000-300

Function Code

1000 - Instruction

Object Code321 - Instructional Programs
Improvement Services**Allowable Use**9 - Purchasing educational technology
(including hardware, software, and
connectivity) for the LEA's students.**Please describe the expenditures within the account and how they will address a COVID-19 need**

IXL is an online learning platform that teachers can use to help identify and isolate learning deficits. With the individualized learning plans available teachers can address specific student needs and track student progress closely. This platform helps attack the gap that has been identified due to learning loss from the covid-19 pandemic.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$7,000
Budgeted Expenditures in SFY 2024	\$14,750
Total Expenditures	<u>\$21,750</u>

Status

Task Force Review

Line Item ID: 380-3-0010

Allocation Type

Direct Allocation

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

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

Account Name

Instruction Purchased Professional

Account Number

45-1000-300-00

Function Code

1000 - Instruction

Object Code321 - Instructional Programs
Improvement Services**Allowable Use**9 - Purchasing educational technology
(including hardware, software, and
connectivity) for the LEA's students.**Please describe the expenditures within the account and how they will address a COVID-19 need**

Lexia is an online learning platform that helps address the literacy needs of all students. It focuses on foundational skills that are necessary as students learn to read and become more skilled readers. Literacy has taken a hit as evidenced in our state assessments and district wide screeners, due to the Covid 19 pandemic. This resource can help us address these losses in learning.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$0
Budgeted Expenditures in SFY 2024	\$17,593
Total Expenditures	\$17,593

Status

Task Force Review

Line Item Comment from KSDE

FYI, a comprehensive narrative needs to be written for each line item in this application. For this line item you need to provide a description about Lexia and how it will be utilized or is utilized as an instructional strategy. Please provide information on which schools will be using this program. For each line item in this application, there needs to be a statement that addresses how the expenditure addresses a COVID-19 need.

Line Item ID: 380-3-0011

Allocation Type

Direct Allocation

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

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

Account Name

Instruction Instructional Programs

Account Number

45-1000-321-00

Function Code

1000 - Instruction

Object Code321 - Instructional Programs
Improvement Services**Allowable Use**9 - Purchasing educational technology
(including hardware, software, and
connectivity) for the LEA's students.**Please describe the expenditures within the account and how they will address a COVID-19 need**

Quaver is an online learning platform for the music department. Due to the nature of a music/band classroom, students learning has been impacted significantly. This program helps our teachers address some of the areas that students have missed out on in music and band, due to safety parameters put in place to prevent the spread of Covid 19.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$2,520
Budgeted Expenditures in SFY 2024	\$2,520
Total Expenditures	<u>\$5,040</u>

Status

Task Force Review

Line Item ID: 380-3-0012

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

Instruction - Instructional Programs Improvement

Account Number

45-1000-321-00

Function Code

1000 - Instruction

Object Code

321 - Instructional Programs Improvement Services

Allowable Use

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

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

Second Step is a social-emotional curriculum. Students' social-emotional health has been severely impacted by the pandemic, and teachers are in need of resources to help address these needs. This social emotional curriculum will help students make progress in their self-regulation, decision making, peer relationships, etc., which are areas that have been neglected throughout the pandemic.

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

Status

Task Force Review

Line Item Comment from KSDE

This line item may be allowable under the 80% but does not qualify as part of the 20% Learning Loss.

Line Item ID: 380-3-0013

Allocation Type

Direct Allocation

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

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

Account Name

Instruction - Instructional Programs Improvement

Account Number

45-1000-321-00

Function Code

1000 - Instruction

Object Code

321 - Instructional Programs Improvement Services

Allowable Use

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

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

Kami is an online tool that allows students and teachers to work more effectively with online resources. This tool provides a pathway for students to work remotely, therefore, in the event of sickness a student can access enrichment or remedial work at home. As school systems continue to fight quarantines from Covid 19, this tool provides a way to continually allow access to learning for all students.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$2,885
Budgeted Expenditures in SFY 2024	\$2,885
Total Expenditures	\$5,770

Status

Task Force Review

Line Item ID: 380-3-0014

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

Purchased Prop Services

Account Number

45-1000-400

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

Zoom is an online tool that allows students and teachers to work more effectively from separate locations. This tool provides a pathway for students to work remotely, therefore, in the event of sickness a student can access enrichment or remedial work at home, as well as direct, quality instruction. As school systems continue to fight quarantines from Covid 19, Zoom provides a way to continually provide instruction and connection for all students.

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

Status

Task Force Review

Line Item ID: 380-3-0015

Allocation Type

Direct Allocation

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

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

Account Name

Support Services

Account Number

45-2000-290

Function Code

2590 - Central Services

Object Code

290 - Other Employee Benefits

Allowable Use

10 - Providing mental health services and supports.

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

New Directions is a resource provided through our insurance provider, Blue Cross and Blue Shield of Kansas. This online portal has a variety of resources for mental health. We have seen an increase in our staff needs for mental health care. This is one way that we can provide support to our staff members, in turn, keeping them present and healthy for our students.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$3,000
Budgeted Expenditures in SFY 2024	\$6,000
Total Expenditures	\$9,000

Status

Task Force Review

Line Item ID: 380-3-0016

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

Support Services

Account Number

45-2130-290

Function Code

2130 - Health Services

Object Code

110 - Regular 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

School nurses have been imperative in our operation throughout the pandemic. They continue to be the front line of our Covid-19 mitigation measures. We use them daily in addressing student needs such as identifying Covid symptoms, enforcing Covid protocols, and communicating with community and family members.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$30,000
Budgeted Expenditures in SFY 2024	\$40,000
Total Expenditures	\$70,000

Status

Task Force Review

Line Item ID: 380-3-0017

Allocation Type

Direct Allocation

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

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

Account Name

Support Services - Health

Account Number

45-2130-120

Function Code

2130 - Health Services

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

Med Aides have been imperative in our operation throughout the pandemic. These are used in place of our Registered Nurses at our remote learning sites, or stepping in when our nurses are already occupied with other students. They continue to be the front line of our Covid-19 mitigation measures. We use them daily in addressing student needs such as identifying Covid symptoms, enforcing Covid protocols, and communicating with community and family members.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$8,000
Budgeted Expenditures in SFY 2024	\$12,000
Total Expenditures	<u>\$20,000</u>

Status

Task Force Review

Line Item ID: 380-3-0018

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

Support Services - Social Work

Account Number

45-2110-590

Function Code

2110 - Attendance and Social Work Services

Object Code

590 - Inter-educational, Interagency Purchased 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

Our Community Liaison works closely with our teachers and social worker to identify needs of students in diverse environments. These can include, but are not limited to, homeless children, English Learners, Racial and Ethnic minorities, foster care youth, etc., who have all been identified to suffer a more severe learning loss due to Covid 19.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$33,000
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$33,000</u>

Status

Task Force Review

Line Item ID: 380-3-0019

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

Instruction - Certified Salary

Account Number

45-1000-110

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

Summer School has been identified as a successful practice to address learning loss from the Covid-19 pandemic. We plan to implement a summer school program for students who have suffered the most learning loss after the pandemic. These students will be identified using state assessments, district wide assessments, and teacher input. Having funds available for teacher salaries will ensure effective instruction is available for this program.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$15,000
Budgeted Expenditures in SFY 2024	\$15,000
Total Expenditures	\$30,000

Status

Task Force Review

Line Item ID: 380-3-0020

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

Instruction Certified Salary

Account Number

45-1000-110

Function Code

1000 - Instruction

Object Code

110 - Regular Certified Salaries

Allowable Use

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

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

We are planning to train staff on a school-wide Social-Emotional curriculum. This will be done outside of our teachers' contractual year, therefore, we will need to fund not only the trainer fee, but also the time put in by the teachers and staff. Through surveys and screeners we have identified an increased need for social-emotional instruction and support for all students. This need has increased exponentially due to the Covid-19 Pandemic.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$51,035
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	\$51,035

Status

Task Force Review

Line Item ID: 380-3-0021

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

Insurance

Account Number

45-2130-210

Function Code

2130 - Health Services

Object Code

210 - Group Insurance

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

School Nurse Health & Life Insurance

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$6,042**Budgeted Expenditures in SFY 2024** \$7,251**Total Expenditures** \$13,293**Status**

Task Force Review

Line Item ID: 380-3-0022

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

Support Services - Social Security

Account Number

45-2130-220-00

Function Code

2130 - Health Services

Object Code

220 - Social Security Contributions

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

School Nurse Social Security

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$2,295**Budgeted Expenditures in SFY 2024** \$3,060**Total Expenditures** \$5,355**Status**

Task Force Review

Line Item ID: 380-3-0023

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

Support Services - Other Employee Benefits

Account Number

45-2130-290-00

Function Code

2130 - Health Services

Object Code

290 - Other Employee Benefits

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

School Nurse Unemployment, Workers Compensation

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$150**Budgeted Expenditures in SFY 2024** \$175**Total Expenditures** \$325**Status**

Task Force Review

Line Item ID: 380-3-0024

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

Support Services - Social Security

Account Number

45-2130-220-00

Function Code

2130 - Health Services

Object Code

220 - Social Security Contributions

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

Med Aide Social Security

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$600**Budgeted Expenditures in SFY 2024** \$900**Total Expenditures** \$1,500**Status**

Task Force Review

Line Item ID: 380-3-0025

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

Support Services - Other Employee Benefits

Account Number

45-2130-290-00

Function Code

2130 - Health Services

Object Code

290 - Other Employee Benefits

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

Med Aide Unemployment, Worker Compensation

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$50**Budgeted Expenditures in SFY 2024** \$75**Total Expenditures** \$125**Status**

Task Force Review

ESSER III APPLICATION FOR D0385

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>
Andover	1432 N Andover Rd, Andover, KS 67002	1432 N Andover Rd, Andover, KS 67002
<u>Superintendent Name</u>	<u>Superintendent E-mail Address</u>	<u>Superintendent Phone Number</u>
Brett White	whiteb@usd385.org	(316) 218-4660

Authorized Representative of the District Information

<u>Name</u>	<u>Position of Title</u>	<u>E-mail Address</u>	<u>Phone Number</u>
Sherame Kneisel	Chief Financial Officer	kneisels@usd385.org	(316) 218-4660

<u>Other District Representative 1 - Name</u>	<u>Other District Representative 1 - E-mail Address</u>
Betsy Poland	polande@usd385.org

<u>Other District Representative 2 - Name</u>	<u>Other District Representative 2 - E-mail Address</u>
Brett White	whiteb@usd385.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/685/esseri-iii-districtplanforsafere-turntoin-personinstruction-template_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 utilized ESSER I and II funds for reopening schools and providing a safe environment for students and staff. These measures are in place and details may be found on our district website in our "District Plan for Safe Return to In-Person Instruction and Continuity of Services". We do not plan to utilize ESSER III funds for this purpose because our needs in this area have been met. We will shift our focus to providing support for learning loss and helping students be successful.

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 created a stakeholder focus group which met multiple times in February and March of 2022. The focus group was structured for both small group and whole group interactive discussion where ideas were presented and generated for review. ESSER requirements for use of funds were presented and used when ideas were considered to make sure our recommendations align with acceptable use. High school students participated with group discussions, concerns, and input into the final recommendation for use of ESSER III funds. Students presented needs and obstacles that have arisen due to the pandemic including academic but emphasized social, emotional and mental needs. These students participated in the final recommendations that were included in the stakeholder feedback survey and presented to the Board of Education. The recommendations were also presented to students groups at both of our high schools where the students then completed the feedback survey. Over 50 students representing various demographics participated in the discussion and provided feedback. It was encouraging to hear their intelligent questions and valuable feedback.

Families

We created a stakeholder focus group which met multiple times in February and March of 2022. The focus group was structured for both small group and whole group interactive discussion where ideas were presented and generated for review. ESSER requirements for use of funds were presented and used when ideas were considered to make sure our recommendations align with acceptable use. Families who have students at the elementary, middle & high school levels as well as students with special needs, participated with group discussions, concerns, and input into the final recommendation for use of ESSER III funds. Parents engaged by communicating challenges observed in their own families as well as how they feel the pandemic affected our community. These students participated in the final recommendations as well as our decision to offer input to all middle and high school students through the stakeholder feedback survey. In April, all parents were provided information on ESSER III funding, recommendations from the stakeholder focus group and were given the opportunity to provide feedback through a google form survey as well as provide additional comment for any areas that should be considered. The district received 700 responses from parents/guardians and all comments received were considered.

School and District Administrators including Special Education Administration

District administrators were engaged in conversations for several months and continually engaged Building Administration at monthly meetings to discuss their needs and those of students, families and staff. Our focus group included all district administration to assist in engaging all stakeholder groups and answering any questions that arise during discussion. Assessment data, feedback from building administration, staff, student discipline, the stakeholder focus group and other results from the pandemic of the last two years were discussed as overarching needs were identified. Andover belongs to the Butler County Special Education Interlocal and the district is fortunate to have weekly and monthly meetings to work closely with directors addressing any needs and daily operation. We included administration from the Interlocal to make sure needs were included for one of our most fragile student groups who were exceptionally susceptible to the effects of the pandemic. Our district administrative team was key in taking recommendations from the building administration, staff, our stakeholder group and feedback from our comprehensive survey to then allocate our allotted resources for our final ESSER III plan approved by our Board of Education.

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

All building administrators were engaged in conversations for several months at monthly meetings to discuss their needs and those of students, families and staff. They are constantly making daily observations in our schools and interacting with all of our stakeholders. Our focus group included building administrators from all levels (elementary, middle & high) in order to provide needed information and to assist in engaging our families, students, staff and other community organizations that our schools work with on a daily basis. Teachers in core areas, ELL, special education, elementary classrooms, counselors, AEA representatives and classified positions participated in the focus group. Assessment data, feedback from counselors, student discipline and other results from the pandemic of the last two years were discussed as well as questions and input from other members of the focus group. Overarching and specific needs were identified which included how to identify and assist students in need. Additional resources and training is needed for our staff. Staffing needs were also identified with the highest request relating to reading specialists at our middle and high school buildings. Both professional learning and additional staffing are included with our ESSER III plan. Andover belongs to the Butler County Special Education Interlocal. We included administration and teachers from the Interlocal to make sure needs were included for one of our most fragile student groups who were exceptionally susceptible to the effects of the pandemic. The district received 258 responses from staff members.

Tribes

The district stakeholder focus group met multiple times in February and March of 2022. The focus group was structured for both small group and whole group interactive discussion where ideas were presented and generated for review. ESSER requirements for use of funds were presented and used when ideas were considered to make sure our recommendations align with acceptable use. We do not have any organized tribes or tribal offices located within our district; however, we were intentional to include staff and student participants with native american heritage indicated in records. Our student district demographics for American Indian is less than one percent (0.5 percent). All staff, families, middle & high school students and community members had the opportunity to provide feedback and ideas through our survey either through direct email invitation or through the district website in April 2022 regardless of heritage. We did not designate any detailed community response categories, but did receive 66 responses who indicated community membership. Although this may seem low, we were very pleased to receive this community engagement over and beyond that of our parents who represent part of our district's local businesses, government and support system. In January, 2023 the recommendations were also presented to student groups at both of our high schools. Students then completed the feedback survey. Over 55 students representing various demographics, including Native Americans participated in the discussion and provided feedback. Of those students, 43 students identified as a Native American. The feedback these students provided helped guide and validate our decisions in two important areas: 1) Utilizing disaggregated student data to analyze trends, identify gaps and ensure equity among the support we provide is vital and 2) The ESSER plan areas are aligned to what students view as important. For example, 85.2% of students fully agreed that additional MTSS intervention materials and staffing were needed and important to success. 70.4% of students supported the idea of continuing summer school. Relationships, social emotional learning and mental health support was a high area of importance for students with 83.3% support.

Civil Rights Organization including Disability Rights Organizations

We do not have any formal civil rights organizational offices in our district, however, we were intentional about including diverse stakeholders that do have direct interaction and support opportunities in our community. For example, representatives included special education, foster care organizations, adult care, community organizations, and the Chamber of Commerce. Flinthills Services, Inc. is an adult disability support organization that offers services in Butler County. Kathy Walters, Executive Director of Flinthills Services, was able to provide detailed input to the stakeholder group and is very supportive of our proposed plan. Our families and special education interlocal work with this organization for students that need transition and/or after graduation support services. It was important to make sure these support organizations had an opportunity to present information during this process for any identified needs. Social emotional support is strongly recommended and we have worked to address this need in our ESSER III plan. The district received 66 responses from the community at large in addition to our focus group participants. We also reached out to the Kansas Action for Children organization based in Topeka on January 25, 2023 by phone. We were instructed to email communication to John Wilson, President. On January 25th we sent John our ESSER III plan that was created by our stakeholder focus group and requested his feedback through both a survey and open comments. Unfortunately, we did not receive any response to our email. Our ESSER III plan includes social emotional professional learning (feedback rated at 72% importance), resources (feedback rated at 57.8% importance) and staffing support (feedback rated at 84.2% importance). Learning loss support was also identified through the stakeholder group and is included in our plan with academic professional learning and targeted training (feedback rated at 75.4 & 83.8% importance), additional support staff (feedback rated at 88.4% importance), summer school (feedback rated at 69.8% importance), and permanent substitutes (feedback rated at 69.7% importance).

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 were intentional about including diverse stakeholders in our focus group, including representatives for children with disabilities, English Language Learners, homeless, at risk students and foster care. The focus group was structured for both small group and whole group interactive discussion where ideas were presented and generated for review. St. Francis Ministries, a foster care advocacy resource, was included in our group. They work closely with foster families in our community as well as multiple students who attend our schools. We also invited Dusty Buell, the Director of the Sunlight Children's Home located in Andover. Children are our business, and we know that those in foster care or have special needs require additional support, especially during and after the pandemic. Jill Lachenmayr is our district homeless liaison, and she represented their needs during the discussion. It was important to make sure these support organizations had an opportunity to present information during this process for any identified needs.

Social emotional support was again strongly recommended by the overwhelming majority of our committee's advocates for children with disabilities, English Learners, children experiencing homelessness, children in foster care, and other underserved students. Likewise enhancing core instruction assessment and providing additional supports for identified students who are struggling were top-tier priorities. We have worked to address both of these areas in our ESSER III plan which has received overwhelming support from our groups providing feedback.

The district received 66 responses from the community at large in addition to our focus group participants. Again, we also reached out to the Kansas Action for Children organization based in Topeka, and provided our plan that was created through our stakeholder focus group to their President for review.

Over 55 high school students representing various demographics participated in the discussion and provided feedback. The feedback these students provided helped guide and validate our decisions in two important areas: 1) Utilizing disaggregated student data to analyze trends, identify gaps and ensure equity among the support we provide is vital and 2) The ESSER plan areas are aligned to what students view as important. For example, 85.2% of students fully agreed that additional MTSS intervention materials and staffing were needed and important to success to support struggling students in reading and math. Relationships, social emotional learning and mental health support was a high area of importance for students with 83.3% support.

We currently do not have students who are migratory or incarcerated. Our homeless demographic is currently temporarily inflated (25 in the district, when usually less than 10) due to the April 29, 2022 tornado damage. Current students in foster care are less than 10. However, we did receive input and feedback from representative advocates for these student groups including, administration, counselors, parents, support organizations and our high school students. Our high school student focus group composition included 11.11% ELL, 12.96% special education, and 18.52% income challenged. We were impressed with the engagement of the students and feedback received from 100% of the participants. In addition to rating the recommendations, students had the opportunity to provide comments. Here is an example of one received anonymously, "I feel that the recommendations about the mental health services and supports is very important for our district. Mental health is a huge problem, especially in high school and some students do not know what to do if they are struggling and/or they are scared to talk to someone about it, ie: their parents." The student group as a whole rated the importance of additional staffing to support struggling students at 70.4%. Additional nursing staff support was lower at 51.8% importance rating.

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

In April 2022, the district distributed a survey based on recommendations identified by our focus group. The survey was designed to give all community stakeholders an opportunity to give input on all recommendations in order to finalize the priority areas. The survey was emailed out to all staff & parents in the district. In addition, we posted it on the district website in order to get community input. Sixty-six members of the community completed the survey, which gave us the opportunity to hear the perspectives of business owners, residents, and retirees in our district.

In our communication with all stakeholders, we shared that the district is required to submit a plan for spending any federal funds allocated under the Elementary and Secondary School Emergency Relief (ESSER). As part of the plan development process, district leadership met with a stakeholder focus group consisting of approximately 40 educators, staff, parents, students, principals and community members to brainstorm potential needs for the district. Building and special education leadership also served on the committee and influenced the proposed plan. The needs identified must align with acceptable use of the federal funds, which is very structured. We shared that the total amount allocated to our district under ESSER III is \$3,072,215, and all funds must be expended by September 2024. The survey was open through Sunday, May 1, 2022. District leadership analyzed the feedback data and used it to create a final plan that was presented to the Board of Education in May of 2022. It was approved by the Board of Education in May of 2022. We did not designate any detailed community response categories but did receive 66 responses. Although this may seem low, we were very pleased to receive this community engagement over and beyond that of our parents who represent part of our district's local businesses, government and support system.

ESSER III updates were also discussed at Board of Education meetings as we crafted and received feedback on our plan. We livestream our Board meetings, so in addition to those in the audience, online viewers were also able to learn about the ESSER III process and our funding priorities. We were very strategic about including representations from the City of Andover on our stakeholder committee. City Administrator Jenni McCausland was an important voice in helping to answer questions and share information with city officials and residents in the Andover community.

ESSER III information was made available via our district website and various school communications to parents as well, including newsletters. Building Site Councils have also been an important way to communicate the ESSER plan and receive feedback from parents and the school community. Parents and students are also experiencing the benefits first-hand as we support children with various programs and interventions identified on our KESA plan (which is tightly aligned to 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 impacted our students in Pre-K through 12 through time lost in classrooms. The district serves a student population of approximately 5600, of which 150 are Pre-K. This created gaps in learning and emotional stress due to loss of contact with teachers and classmates. Some of the data we utilized to make recommendations including the following:

Panorama Social Emotional Learning Data:

64% of elementary students and 44% of secondary students feel a sense of belonging (Feb. 2022)

58% of elementary students and 30% of secondary students feel engaged (Feb. 2022)

State Assessments:

Our students with disabilities (22.89% in levels 3 & 4) and free/reduced lunch students (32.34% in levels 3 & 4) performed lower on the ELA state assessment in comparison to all students (53.78% in levels 3 & 4) in 2021. Their scores also decreased during the pandemic when comparing scores in 2019 and 2021.

Graduation Data: The Andover graduation rate is consistently higher than the state average. There was a slight dip in the 2021 data but the trend is upward.

In order to address the learning impact, the district has implemented a summer learning program. Over 300 students participated in grades K-8 based on academic assessments, classroom teacher recommendations and other at-risk identifiers. Continued support is anticipated to be needed and expanded as district data continues to be monitored and addressed. The district has also experienced increased cost for absences due to illness and isolation related to COVID. Additional permanent substitutes have been hired to mitigate teacher absence in the classroom and provide continuity of instruction for all students. In order to assist staff with closing learning gaps, additional resources and professional learning opportunities are needed.

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

Cohesive Curriculum:

The district will engage instructional teams in developing scope and sequence documents to ensure an aligned curriculum for all students.

Strength of Evidence Rating: Strong (Hattie, 2012)

Source: Effective Practices: Research Briefs and Evidence Ratings

Academic Intervention Staffing:

The district will hire 4 secondary reading specialists and a Director of Instruction and Intervention to help design and implement programs to close the learning gap.

Strength of Evidence Rating: Strong

Source: Effective Practices: Research Briefs and Evidence Ratings

Academic Intervention Resources:

The district will purchase instructional resources for use in the Multi-Tiered System of Support model.

Strength of Evidence Rating: Strong

Source: Effective Practices: Research Briefs and Evidence Ratings

Source: What Works Clearinghouse suggests the effectiveness of Response to Intervention approaches for reading and math (Gerstron, 2009). In addition, recent effect sizes by John Hattie (2016) are high (1.07).

Professional Learning:

The district will provide professional learning opportunities for educators. Some examples of professional learning topics include: MTSS, Evidence Based Instructional Practices, Structured Literacy, Student-Centered Learning, Classroom Management, and Relationships. Funds will be used for professional learning expenses including registration fees, consultants, substitute teachers, travel, etc.

Strength of Evidence Rating: Strong

Sources: What Works Clearinghouse and the Institute of Education Sciences by the US Department of Education

Summer School:

The district will provide summer learning opportunities for elementary at-risk students.

Strength of Evidence Rating: Strong

Source: KSDE Evidence Based Practices

Substitute Teachers:

The district will hire ten (10) permanent substitute teachers to provide consistency within a school due to staff absences.

Social Emotional, Mental Health, Substance Abuse and Behavioral Consultants:

The district will hire a part-time Mental Health and Substance Abuse Coordinator to help be a liaison between schools, families and community resources. The district will also hire consultants in the areas of social emotional, mental health and behavior to help support struggling students.

Source: What Works Clearinghouse

In summary, the district will address learning loss through continued summer learning for elementary students, permanent substitutes for teachers and provide additional professional learning, support and resources for academic interventions and social emotional behavior. The academic support will include additional staff for district implementation and direct student support at the secondary level for MTSS. District alignment of academic scope and sequence documents, resources for tier 2 & tier 3, and professional learning of evidence based instructional practices will be included for direct classroom teacher support. Social emotional and behavior support will include contracted mental health and substance abuse partnerships for students and families. Professional learning for evidence based programs of support will also be provided to staff. All of the allocations will meet the criteria of evidence based as defined by Sec. 8101 (21) of ESEA. We utilize the following sources:

KSDE Approved Evidenced-Based Practices

EdReports

What Works Clearinghouse

KansaStar/Indistar (Wise Ways)

Evidence for ESSA

Florida Center for Reading Research

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

The district has been very intentional during the stakeholder planning process and recommendation to the Board of Education to ensure all considered expenditures align with the list of acceptable expenditures. Expenditures in our plan fall under the following authorized uses: Providing mental health services & supports; Planning & implementing activities related to summer learning; Addressing learning loss among students; Professional development & resources for addressing learning loss & mental health needs in each school; Additional staff for coordinating and implementing aligned practices to address learning loss due to the pandemic; Permanent substitutes for continuity of instruction due to staff absences

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 been intentional while allocating resources to more than comply with the 20% learning loss requirement. The plan includes adding reading specialists at our secondary level schools who previously had none, aligning our curriculum with updated student assessments and supports with evidence based practices, continuing summer school program for elementary students identified through assessments or screeners, and providing professional development for staff in order to identify students who are struggling with learning loss and what supports to put in place. Evidence based screeners & assessments will be utilized for identifying students who need learning loss support as well as annual progress of those students.

Allocations

	Direct Allocation	True Up Allocation	Total Allocation
ESSER III Allocations	\$2,497,055	\$575,160	\$3,072,215
Approved Total	\$0	\$0	\$0
Amount Left	\$2,497,055	\$575,160	\$3,072,215
In Review Total	\$2,497,055	\$575,160	\$3,072,215
Amount Left	\$0	\$0	\$0

	20% Minimum
ESSER III Allocations	\$499,411
Approved Total	\$0
Amount Still Needed	\$499,411
In Review Total	\$1,362,994
Amount Still Needed	\$0

Line Items

ID	Allocation Type	Learning Loss	Function Code	Object Code	Allowable Use	Total Expenditures	Status
385-3-0001	Direct	True	1000	110	11A	\$70,000	Task Force Review
385-3-0002	Direct	False	1000	110	16	\$182,386	Task Force Review
385-3-0003	Direct	True	1000	110	12	\$140,644	Task Force Review
385-3-0004	Direct	True	1000	110	12	\$119,484	Task Force Review
385-3-0005	Direct	True	1000	110	12	\$116,132	Task Force Review
385-3-0006	Direct	True	1000	110	12	\$151,374	Task Force Review
385-3-0007	Direct	True	1000	120	11A	\$15,000	Task Force Review
385-3-0008	Direct	False	1000	215	12	\$43,200	Task Force Review
385-3-0009	Direct	False	1000	220	12	\$68,396	Task Force Review
385-3-0010	Direct	False	1000	290	12	\$2,706	Task Force Review
385-3-0011	Direct	True	1000	610	12	\$342,000	Task Force Review
385-3-0012	Direct	True	1000	610	11A	\$2,500	Task Force Review
385-3-0013	True Up	False	2141	323	10	\$130,000	Task Force Review
385-3-0014	True Up	False	2140	346	10	\$215,000	Task Force Review
385-3-0015	Direct	False	2200	110	12	\$210,760	Task Force Review
385-3-0016	Direct	False	2200	110	12	\$275,000	Task Force Review
385-3-0017	Direct	True	1000	110	12	\$50,000	Task Force Review
385-3-0018	Direct	True	2200	150	12	\$2,040	Task Force Review
385-3-0019	Direct	True	2200	215	12	\$19,620	Task Force Review
385-3-0020	Direct	True	2200	220	12	\$62,022	Task Force Review
385-3-0021	Direct	True	2200	290	12	\$1,200	Task Force Review
385-3-0022	Direct	True	2200	330	12	\$214,976	Task Force Review
385-3-0023	Direct	True	2200	150	12	\$7,200	Task Force Review
385-3-0024	True Up	False	2200	580	10	\$25,000	Task Force Review
385-3-0025	Direct	True	2400	110	11A	\$1,200	Task Force Review
385-3-0026	Direct	True	2400	215	11A	\$40	Task Force Review
385-3-0027	Direct	True	2400	220	11A	\$60	Task Force Review
385-3-0028	Direct	True	2400	290	11A	\$2	Task Force Review
385-3-0029	Direct	True	2710	513	11A	\$42,000	Task Force Review
385-3-0030	Direct	True	3100	630	11A	\$5,500	Task Force Review

385-3-0031	True Up	False	1000	110	16	\$94,414	Task Force Review
385-3-0032	Direct	False	2200	330	10	\$350,000	Task Force Review
385-3-0033	True Up	False	2200	580	12	\$110,746	Task Force Review
385-3-0034	Direct	False	2200	610	12	\$800	Task Force Review
385-3-0035	Direct	False	2200	610	10	\$813	Task Force Review

Line Item Details

Line Item ID: 385-3-0001

Allocation Type

Direct Allocation

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

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

Account Name

Summer School Salaries

Account Number

3-83-1000-110-00-00

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

Summer school certified teacher salaries for summer school program offered to district students needing additional education services for learning loss connected to COVID19. Summer Academy is provided to students who are identified through assessment scores in ELA/Math to need targeted assistance. Students involved in ELL or are identified through teacher/counselor recommendations (may be behind due to academic or social circumstances) are also invited to participate. The program runs for 3 weeks in June and includes 21-25 teachers, 22-25 instructional aides and serves between 175-225 students. Administrative, office and nursing staff are onsite for the program. Transportation is available. Summer school included on the KSDE list of Approved Evidence-Based Practices. Link:

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

Budgeted Expenditures in SFY 2021 \$0

Budgeted Expenditures in SFY 2022 \$0

Budgeted Expenditures in SFY 2023 \$0

Budgeted Expenditures in SFY 2024 \$70,000

Total Expenditures \$70,000

Status

Task Force Review

Line Item ID: 385-3-0002

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

Permanent Substitutes

Account Number

3-83-1000-110-00-02

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

Permanent substitute teachers on staff to cover classes for teachers absent due to COVID19 exposure. This will also ensure proper staffing levels throughout the district if COVID19 cases begin to increase and we are unable to secure regular substitutes teachers.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$182,386
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$182,386</u>

Status

Task Force Review

Line Item Comment from KSDE

10/26/2022: Information from the narrative - The district will hire ten (10) permanent substitute teachers to provide consistency within a school due to staff absences.

Line Item ID: 385-3-0003

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

Reading Specialist AMS

Account Number

3-83-1000-110-03-01

Function Code

1000 - Instruction

Object Code

110 - Regular Certified Salaries

Allowable Use

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

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

New Reading Specialist position to address learning loss associated with the COVID 19 pandemic at the middle and high school level. This position will focus on students identified through evidence based assessments that are below proficient or struggling in a specific area of reading. Effectiveness will be measured through continued assessment and progress in class.

Evidence based resource = Evidence Review and Effective Practices Briefs Link:

https://ksdetasn.s3.amazonaws.com/uploads/resource/upload/2443/Evidence_Review_and_Effective_Practices_Briefs.pdf

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$70,340
Budgeted Expenditures in SFY 2024	\$70,304
Total Expenditures	<u>\$140,644</u>

Status

Task Force Review

Line Item ID: 385-3-0004

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

Reading Specialist AHS

Account Number

3-83-1000-110-04-01

Function Code

1000 - Instruction

Object Code

110 - Regular Certified Salaries

Allowable Use

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

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

New Reading Specialist position to address learning loss associated with the COVID 19 pandemic at the middle and high school level. This position will focus on students identified through evidence based assessments that are below proficient or struggling in a specific area of reading. Effectiveness will be measured through continued assessment and progress in class.

Evidence based resource = Evidence Review and Effective Practices Briefs Link:

https://ksdetasn.s3.amazonaws.com/uploads/resource/upload/2443/Evidence_Review_and_Effective_Practices_Briefs.pdf

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$59,742
Budgeted Expenditures in SFY 2024	\$59,742
Total Expenditures	<u>\$119,484</u>

Status

Task Force Review

Line Item ID: 385-3-0005

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

Reading Specialist ACMS

Account Number

3-83-1000-110-13-01

Function Code

1000 - Instruction

Object Code

110 - Regular Certified Salaries

Allowable Use

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

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

New Reading Specialist position to address learning loss associated with the COVID 19 pandemic at the middle and high school level. This position will focus on students identified through evidence based assessments that are below proficient or struggling in a specific area of reading. Effectiveness will be measured through continued assessment and progress in class.

Evidence based resource = Evidence Review and Effective Practices Briefs Link:

https://ksdetasn.s3.amazonaws.com/uploads/resource/upload/2443/Evidence_Review_and_Effective_Practices_Briefs.pdf

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$58,066
Budgeted Expenditures in SFY 2024	\$58,066
Total Expenditures	<u>\$116,132</u>

Status

Task Force Review

Line Item ID: 385-3-0006

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

Reading Specialist ACHS

Account Number

3-83-1000-110-14-01

Function Code

1000 - Instruction

Object Code

110 - Regular Certified Salaries

Allowable Use

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

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

New Reading Specialist position to address learning loss associated with the COVID 19 pandemic at the middle and high school level. This position will focus on students identified through evidence based assessments that are below proficient or struggling in a specific area of reading. Effectiveness will be measured through continued assessment and progress in class.

Evidence based resource = Evidence Review and Effective Practices Briefs Link:

https://ksdetasn.s3.amazonaws.com/uploads/resource/upload/2443/Evidence_Review_and_Effective_Practices_Briefs.pdf

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$75,687
Budgeted Expenditures in SFY 2024	\$75,687
Total Expenditures	<u>\$151,374</u>

Status

Task Force Review

Line Item ID: 385-3-0007

Allocation Type

Direct Allocation

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

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

Account Name

Summer School Classified Salaries

Account Number

3-83-1000-120-00-00

Function Code

1000 - Instruction

Object Code

120 - Regular Non-Certified Salaries

Allowable Use

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

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

Summer school instructional aide salaries for summer school program offered to district students needing additional education services for learning loss connected to COVID19. Summer Academy is provided to students who are identified through assessment scores in ELA/Math to need targeted assistance. The program runs for 3 weeks in June and includes 21-25 teachers, 22-25 instructional aides and serves between 175-225 students. Administrative, office and nursing staff are onsite for the program. Transportation is available. Summer school included on the KSDE list of Approved Evidence-Based Practices. Link: https://www.ksde.org/Portals/0/ECSETS/BestPractices/KSDE_Approved_List_Evidence_Based_Practices_Programs.pdf

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: 385-3-0008

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

Fringe Benefit

Account Number

3-83-1000-215-00-00

Function Code

1000 - Instruction

Object Code

215 - Long-Term Disability Insurance

Allowable Use

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

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

Payroll tax expense for teaching staff contracted for summer school learning, substitutes and Reading Specialists to address learning loss due to COVID19 pandemic.

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$21,600**Budgeted Expenditures in SFY 2024** \$21,600**Total Expenditures** \$43,200**Status**

Task Force Review

Line Item ID: 385-3-0009

Allocation Type

Direct Allocation

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

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

Account Name

Social Security

Account Number

3-83-1000-220-00-00

Function Code

1000 - Instruction

Object Code

220 - Social Security Contributions

Allowable Use

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

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

Payroll tax expense for teaching staff contracted for summer school learning, substitutes and Reading Specialists to address learning loss due to COVID19 pandemic.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$41,356
Budgeted Expenditures in SFY 2024	\$27,040
Total Expenditures	<u>\$68,396</u>

Status

Task Force Review

Line Item ID: 385-3-0010

Allocation Type

Direct Allocation

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

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

Account Name

Unemployment

Account Number

3-83-1000-290-00-00

Function Code

1000 - Instruction

Object Code

290 - Other Employee Benefits

Allowable Use

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

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

Payroll tax expense for teaching staff contracted for summer school learning, substitutes and Reading Specialists to address learning loss due to COVID19 pandemic.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$2,230
Budgeted Expenditures in SFY 2024	\$476
Total Expenditures	<u>\$2,706</u>

Status

Task Force Review

Line Item ID: 385-3-0011

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

Intervention Resources

Account Number

3-83-1000-610-00-00

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

Evidence based resources purchased to address learning loss and gaps in the classroom due to the COVID 19 pandemic. These instructional materials will support our MTSS (intervention) program. The intervention resources will be specifically purchased for closing the learning gap of students in reading who were identified as At Risk through the universal screening and diagnostic process. These resources will address the following reading areas: phonics, phonemic awareness, fluency, comprehension and vocabulary. If funding is available after meeting our reading intervention needs, we will also purchase math intervention materials to help close the learning gap for students who are At Risk according to our universal screening data. The intervention materials for reading and math may include complete programs, textbooks, student materials, instructional materials such as manipulatives, leveled readers, etc. As part of the MTSS universal screening and diagnostic process, we are able to identify student subgroups that are experiencing learning loss due to COVID-19. This includes students with disabilities, English Language learners, children experiencing homelessness, children in Foster Care, and students who are in need of MTSS Tiers 2 and 3 intervention support.

Evidence based recourses = Evidence Review and Effective Practices Briefs Link:

https://ksdetasn.s3.amazonaws.com/uploads/resource/upload/2443/Evidence_Review_and_Effective_Practices_Briefs.pdf

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$171,000
Budgeted Expenditures in SFY 2024	\$171,000
Total Expenditures	<u>\$342,000</u>

Status

Task Force Review

Line Item ID: 385-3-0012

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 Teaching Supplies

Account Number

3-83-1000-610-00-01

Function Code

1000 - Instruction

Object Code

610 - General Supplies and Materials

Allowable Use

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

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

Summer school teaching materials and supplies for students attending summer school for additional educational services to address learning loss due to COVID pandemic. Summer school included on the KSDE list of Approved Evidence-Based Practices. Link:

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

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

Task Force Review

Line Item ID: 385-3-0013

Allocation Type

True Up Allocation

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

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

Account NameMental Health & Subst Abuse
Coordinator**Account Number**

3-83-2141-323-00-00

Function Code2141 - Supervision of Psychological
Services**Object Code**

323 - Student Services

Allowable Use10 - Providing mental health services
and supports.**Please describe the expenditures within the account and how they will address a COVID-19 need**

This temporary position will help schools coordinate student and family support with outside mental and substance abuse providers. Due to the COVID 19 pandemic, students are experiencing social disconnect that leads to mental difficulties and often substance abuse. This is supported through evidence based information through the What Works Clearinghouse.

Budgeted Expenditures in SFY 2021	\$0
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Budgeted Expenditures in SFY 2022	\$0
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Budgeted Expenditures in SFY 2023	\$65,000
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Budgeted Expenditures in SFY 2024	\$65,000
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Total Expenditures	<u>\$130,000</u>
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Status

Task Force Review

Line Item ID: 385-3-0014

Allocation Type

True Up Allocation

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

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

Account Name

Contracted Social & Mental Support

Account Number

3-83-2140-346-00-00

Function Code2140 - Psychological Educational
Individual Services**Object Code**

346 - Medical Services

Allowable Use10 - Providing mental health services
and supports.**Please describe the expenditures within the account and how they will address a COVID-19 need**

Contracting with a local third party mental health provider will allow our students and families to find and utilize support resources. Due to the COVID 19 pandemic, students are experiencing social disconnect that leads to mental difficulties and often substance abuse. This contract services will provide counseling services and establish connections for families to resources that can assist struggling students. This is supported through evidence based information through the What Works Clearinghouse.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$107,500
Budgeted Expenditures in SFY 2024	\$107,500
Total Expenditures	<u>\$215,000</u>

Status

Task Force Review

Line Item ID: 385-3-0015

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

Director Instructional Intervention

Account Number

3-83-2200-110-00-00

Function Code

2200 - Support Services (Instructional Staff)

Object Code

110 - Regular Certified Salaries

Allowable Use

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

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

This expense is entirely for the salary cost of adding a director position responsible for directing the professional learning, procuring the necessary resources and continued coordination for teachers in the district to implement evidence based practices that will be utilized in addressing learning gaps and social emotional issues of our identified students that have been abnormally inflated due to the COVID 19 pandemic. Realignment and updating practices for identifying students who need support is vital. Coordinating that realignment, needed professional learning, identification of needed resources and procurement of those resources will be completed. The position will be responsible for procuring professional learning and resources that will allow our teachers to identify our students who are at risk due to learning gaps so needed targeted support may be provided. All expense is for salary only. Evidence based resource = Evidence Review and Effective Practices Briefs Link:

https://ksdetas.n.s3.amazonaws.com/uploads/resource/upload/2443/Evidence_Review_and_Effective_Practices_Briefs.pdf

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$105,380
Budgeted Expenditures in SFY 2024	\$105,380
Total Expenditures	<u>\$210,760</u>

Status

Task Force Review

Line Item ID: 385-3-0016

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

Curriculum Alignment

Account Number

3-83-2200-110-00-02

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

The district will engage instructional teams in developing scope and sequence documents to ensure an aligned curriculum for all ELA, Math, Science and HGSS courses in the district. The courses include the core classes (MTSS Tier 1) and the intervention courses that are specifically designed for at risk students (MTSS Tiers 2 and 3). For example, math curriculum alignment documents will be created for Algebra, Geometry, Algebra II and Calculus as well as courses specifically designed for at risk students including Basic Math (special education), Pre-Algebra (at risk students not ready for Algebra), and Math Assist (at risk students enrolled in core classes but needing additional time and support). Having an aligned curriculum (standards, assessment, instruction) is critical to closing the learning gaps of students. Due to the COVID 19 pandemic, students have experienced learning loss. We need to have an aligned curriculum and assessments that give us the student data we need to close the learning gap. Strength of Evidence Rating: Strong (Hattie, 2012)

Source: Effective Practices: Research Briefs and Evidence Ratings

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$137,500
Budgeted Expenditures in SFY 2024	\$137,500
Total Expenditures	\$275,000

Status

Task Force Review

Line Item ID: 385-3-0017

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 Learning Substitutes

Account Number

3-83-1000-110-00-04

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 staff with updated professional learning sometimes takes them out of the classroom. Providing substitutes allows our staff to receive updated training for identifying and addressing learning loss due to the COVID 19 pandemic, while continuing instruction in the classroom. This cost will provide approximately 450 days over 2 years to offset teacher classroom absences while learning assessment strategies to identify students who need targeted assistance in ELA, Math or who have social emotional needs. This is supported through evidence based information through the What Works Clearinghouse and the USD Department of Education.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$25,000
Budgeted Expenditures in SFY 2024	\$25,000
Total Expenditures	\$50,000

Status

Task Force Review

Line Item ID: 385-3-0018

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

Cell Phone Allowance

Account Number

3-83-2200-155-00-00

Function Code

2200 - Support Services (Instructional Staff)

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

Salary fringe benefit and payroll taxes for the Director of Instructional Intervention. This position directs the professional learning, necessary resources and continued coordination for implementing evidence based practices to be utilized in addressing learning gaps and social emotional issues of our students that have been abnormally inflated due to the COVID 19 pandemic.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$1,020
Budgeted Expenditures in SFY 2024	\$1,020
Total Expenditures	<u>\$2,040</u>

Status

Task Force Review

Line Item ID: 385-3-0019

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

Fringe Benefit

Account Number

3-83-2200-215-00-00

Function Code

2200 - Support Services (Instructional Staff)

Object Code

215 - Long-Term Disability 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

Salary fringe benefit and payroll taxes for the Director of Instructional Intervention. This position directs the professional learning, necessary resources and continued coordination for implementing evidence based practices to be utilized in addressing learning gaps and social emotional issues of our students that have been abnormally inflated due to the COVID 19 pandemic.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$9,810
Budgeted Expenditures in SFY 2024	\$9,810
Total Expenditures	<u>\$19,620</u>

Status

Task Force Review

Line Item ID: 385-3-0020

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

Social Security

Account Number

3-83-2200-220-00-00

Function Code

2200 - Support Services (Instructional Staff)

Object Code

220 - Social Security Contributions

Allowable Use

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

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

Salary fringe benefit and payroll taxes for the Director of Instructional Intervention. This position directs the professional learning, necessary resources and continued coordination for implementing evidence based practices to be utilized in addressing learning gaps and social emotional issues of our students that have been abnormally inflated due to the COVID 19 pandemic.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$31,011
Budgeted Expenditures in SFY 2024	\$31,011
Total Expenditures	\$62,022

Status

Task Force Review

Line Item ID: 385-3-0021

Allocation Type

Direct Allocation

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

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

Account Name

Unemployment

Account Number

3-83-2200-290-00-00

Function Code

2200 - Support Services (Instructional Staff)

Object Code

290 - Other Employee Benefits

Allowable Use

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

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

Salary fringe benefit and payroll taxes for the Director of Instructional Intervention. This position directs the professional learning, necessary resources and continued coordination for implementing evidence based practices to be utilized in addressing learning gaps and social emotional issues of our students that have been abnormally inflated due to the COVID 19 pandemic.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$600
Budgeted Expenditures in SFY 2024	\$600
Total Expenditures	\$1,200

Status

Task Force Review

Line Item ID: 385-3-0022

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

Academic Professional Learning

Account Number

3-83-2200-330-00-00

Function Code

2200 - Support Services (Instructional Staff)

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

Academic professional learning for our teachers to improve and enhance the identification of learning loss/gaps and how to address and improve those gaps through evidence based practices. This on site professional learning will be provided to address all levels of student instruction that has been impacted by the COVID 19 pandemic.

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

Budgeted Expenditures in SFY 2023	\$107,488
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Budgeted Expenditures in SFY 2024	\$107,488
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Total Expenditures	\$214,976
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Status

Task Force Review

Line Item Comment from KSDE

10/26/2022: Information from the narrative - The district will provide professional learning opportunities for educators. Some examples of professional learning topics include: MTSS, Evidence Based Instructional Practices, Structured Literacy, Student-Centered Learning, Classroom Management, and Relationships. Funds will be used for professional learning expenses including registration fees, consultants, substitute teachers, travel, etc.

Strength of Evidence Rating: Strong

Sources: What Works Clearinghouse and the Institute of Education Sciences by the US Department of Education

Line Item ID: 385-3-0023

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

Director Mileage Allowance

Account Number

3-83-2200-150-00-01

Function Code

2200 - Support Services (Instructional Staff)

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

Salary fringe benefit (additional pay for mileage reimbursement) and payroll taxes for the Director of Instructional Intervention. This position directs the professional learning, necessary resources and continued coordination for implementing evidence based practices to be utilized in addressing learning gaps and social emotional issues of our students that have been abnormally inflated due to the COVID 19 pandemic.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$3,600
Budgeted Expenditures in SFY 2024	\$3,600
Total Expenditures	<u>\$7,200</u>

Status

Task Force Review

Line Item ID: 385-3-0024

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

Social & Emotional Professional Learning

Account Number

3-83-2200-580-00-02

Function Code

2200 - Support Services (Instructional Staff)

Object Code

580 - Staff Travel

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

Professional learning for our teachers to identify students struggling with social & emotional issues and how to improve student connections, support and overall mental health through evidence based practices. This professional learning will allow our teachers to attend offsite workshops to address all levels of students that have been impacted by the COVID 19 pandemic. This is supported through evidence based information through the What Works Clearinghouse and the USD Department of Education.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$12,500
Budgeted Expenditures in SFY 2024	\$12,500
Total Expenditures	<u>\$25,000</u>

Status

Task Force Review

Line Item ID: 385-3-0025

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

Summer School Director

Account Number

3-83-2400-110-00-00

Function Code

2400 - Support Services (School Administration)

Object Code

110 - Regular Certified Salaries

Allowable Use

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

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

Summer school certified administration salaries for summer school program offered to district students needing additional education services for learning loss connected to COVID19. Summer Academy is provided to students who are identified through assessment scores in ELA/Math to need targeted assistance. The program runs for 3 weeks in June and includes 21-25 teachers, 22-25 instructional aides and serves between 175-225 students. Administrative, office and nursing staff are onsite for the program. Transportation is available. Summer school included on the KSDE list of Approved Evidence-Based Practices. Link: https://www.ksde.org/Portals/0/ECSETS/BestPractices/KSDE_Approved_List_Evidence_Based_Practices_Programs.pdf

Budgeted Expenditures in SFY 2021 \$0

Budgeted Expenditures in SFY 2022 \$0

Budgeted Expenditures in SFY 2023 \$0

Budgeted Expenditures in SFY 2024 \$1,200

Total Expenditures \$1,200

Status

Task Force Review

Line Item ID: 385-3-0026

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

Summer School Director Fringe

Account Number

3-83-2400-215-00-00

Function Code

2400 - Support Services (School Administration)

Object Code

215 - Long-Term Disability Insurance

Allowable Use

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

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

Summer school payroll tax administrative services for summer school program offered to district students needing additional education services for learning loss connected to COVID19.

Budgeted Expenditures in SFY 2021 \$0

Budgeted Expenditures in SFY 2022 \$0

Budgeted Expenditures in SFY 2023 \$0

Budgeted Expenditures in SFY 2024 \$40

Total Expenditures \$40

Status

Task Force Review

Line Item ID: 385-3-0027

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

Social Security

Account Number

3-83-2400-220-00-00

Function Code

2400 - Support Services (School Administration)

Object Code

220 - Social Security Contributions

Allowable Use

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

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

Summer school payroll tax administrative services for summer school program offered to district students needing additional education services for learning loss connected to COVID19.

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

Status

Task Force Review

Line Item ID: 385-3-0028

Allocation Type

Direct Allocation

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

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

Account Name

Unemployment

Account Number

3-83-2400-290-00-00

Function Code

2400 - Support Services (School Administration)

Object Code

290 - Other Employee Benefits

Allowable Use

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

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

Summer school payroll tax administrative services for summer school program offered to district students needing additional education services for learning loss connected to COVID19.

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: 385-3-0029

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

Transportation - Contract Services

Account Number

3-83-2700-513-10-00

Function Code

2710 - Vehicle Operation

Object Code513 - Student Transportation Services
by Outside Agency or Company**Allowable Use**11A - Planning and implementing
summer learning or enrichment
programs.**Please describe the expenditures within the account and how they will address a COVID-19 need**

Provide transportation to summer school students needing additional education services for learning loss connected to COVID19. Summer school included on the KSDE list of Approved Evidence-Based Practices. Link:

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

Budgeted Expenditures in SFY 2021	\$0
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Budgeted Expenditures in SFY 2022	\$0
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Budgeted Expenditures in SFY 2023	\$0
--	-----

Budgeted Expenditures in SFY 2024	\$42,000
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Total Expenditures	\$42,000
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Status

Task Force Review

Line Item Comment from KSDE

10/26/2022: Related to line 1.

Line Item ID: 385-3-0030

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

Food & Milk Purchases

Account Number

3-83-3100-630-31-01

Function Code

3100 - Food Service Operations

Object Code

630 - Food and Milk

Allowable Use

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

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

Snacks for summer school students during daily program time (not reimbursable under food service program) provided during additional education services for learning loss connected to COVID19. Summer school included on the KSDE list of Approved Evidence-Based Practices. Link:

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

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$0
Budgeted Expenditures in SFY 2024	\$5,500
Total Expenditures	\$5,500

Status

Task Force Review

Line Item Comment from KSDE

10/26/2022: Related to line 1.

Line Item ID: 385-3-0031

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

Permanent Substitutes

Account Number

3-83-1000-110-00-03

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

Permanent substitute teachers on staff to cover classes for teachers absent due to COVID19 exposure. This will also ensure proper staffing levels throughout the district if COVID19 cases begin to increase and we are unable to secure regular substitutes teachers.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$94,414
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$94,414</u>

Status

Task Force Review

Line Item ID: 385-3-0032

Allocation Type

Direct Allocation

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

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

Account Name

Social & Emotional Professional Learning

Account Number

3-83-2200-330-00-01

Function Code

2200 - Support Services (Instructional Staff)

Object Code

330 - Professional Employee Training and Development Services

Allowable Use

10 - Providing mental health services and supports.

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

Professional learning for our teachers to identify students struggling with social & emotional issues and how to improve student connections, support and overall mental health through evidence based practices. This on site professional learning will be provided to address all levels of students that have been impacted by the COVID 19 pandemic.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$175,000
Budgeted Expenditures in SFY 2024	\$175,000
Total Expenditures	<u>\$350,000</u>

Status

Task Force Review

Line Item ID: 385-3-0033

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

Academic Professional Learning

Account Number

3-83-2200-580-00-00

Function Code

2200 - Support Services (Instructional Staff)

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

Academic professional learning for our teachers to improve and enhance the identification of learning loss/gaps and how to address and improve those gaps through evidence based practices. This professional learning will allow our professionals to attend training for addressing all levels of student instruction that has been impacted by the COVID 19 pandemic. This is supported through evidence based information through the What Works Clearinghouse and the USD Department of Education.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$55,373
Budgeted Expenditures in SFY 2024	\$55,373
Total Expenditures	<u>\$110,746</u>

Status

Task Force Review

Line Item Comment from KSDE

10/26/2022: information from the narrative - The district will provide professional learning opportunities for educators. Some examples of professional learning topics include: MTSS, Evidence Based Instructional Practices, Structured Literacy, Student-Centered Learning, Classroom Management, and Relationships. Funds will be used for professional learning expenses including registration fees, consultants, substitute teachers, travel, etc.

Strength of Evidence Rating: Strong

Sources: What Works Clearinghouse and the Institute of Education Sciences by the US Department of Education

Line Item ID: 385-3-0034

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

Acad PL Supplies

Account Number

3-83-2200-610-00-00

Function Code

2200 - Support Services (Instructional Staff)

Object Code

610 - General Supplies and Materials

Allowable Use

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

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

Supplies for academic professional learning will be provided. These supplies will be used for learning and direct assessment/instruction in the classroom of our students in order to identify and address learning loss/gaps through evidence based practices after the COVID 19 pandemic. This is supported through evidence based information through the What Works Clearinghouse and the USD Department of Education.

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

Status

Task Force Review

Line Item ID: 385-3-0035

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

Soc Emot PL Supplies

Account Number

3-83-2200-610-00-01

Function Code

2200 - Support Services (Instructional Staff)

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

Evidence based supplies for social emotional support will be provided. These supplies will be used for teacher education as well as direct support to students in order to identify and address social disconnect that has resulted from COVID 19 pandemic. This is supported through evidence based information through the What Works Clearinghouse and the USD Department of Education.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$813
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$813</u>

Status

Task Force Review

ESSER III APPLICATION FOR D0393

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>
Solomon	113 E 7th Street, Solomon, KS 675800113	113 E 7th Street, Solomon, KS 674800113
<u>Superintendent Name</u>	<u>Superintendent E-mail Address</u>	<u>Superintendent Phone Number</u>
Justin Coup	jcoup@usd393.net	(785) 655-2541

Authorized Representative of the District Information

<u>Name</u>	<u>Position of Title</u>	<u>E-mail Address</u>	<u>Phone Number</u>
Justin Coup	Superintendent	jcoup@usd393.net	(785) 655-2541

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.usd393.net/documents/district/usd-393-boe-policy-manual/25246>

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?

These funds will be used to help prevent the spread of the virus due to the standard cleaning and protocols such as distance. We currently have outdated furniture in our elementary school that prevents us from moving items and cleaning them with ease. During the first round, it was difficult to move desks, equipment, and storage with adequate distance and cleaning.

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 surveyed 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:

Our elementary students have enjoyed Camp Gorilla over the past two years and through discussion with students we want to continue this opportunity. This hands-on "camp" experience is based upon combining math, reading, and science into week-long projects to help reduce the learning gap of our students.

Our high school is looking at two incorporating two options using the ESSER III funds: educational trips/experiences over the summer (3-4 Friday trips). We will also explore tutoring help during the evening to help students with homework and/or study strategies for tests.

Our ESSER plan considers these recommendations and their needs are ideas in the plan.

We surveyed all students and 22 responded to the survey. See result link...

https://docs.google.com/spreadsheets/d/1sCZ5IxmQlyqxOSHqBttiAuSx5owXLe83JA_MZKQmGvw/edit?usp=sharing

Link to plan... https://docs.google.com/forms/d/e/1FAIpQLSdup1ti0039nUZ6jUfwbjy-BZwCckGzOLMqfjA16D2orUH8GA/viewform?usp=sf_link

38% of the survey was filled out by students---

https://docs.google.com/spreadsheets/d/1sCZ5IxmQlyqxOSHqBttiAuSx5owXLe83JA_MZKQmGvw/edit?usp=sharing

Families

We have worked closely with our families in developing our ESSER support plan. We have conducted parent/community surveys and engaged our building and district leadership team. Through those surveys and conversations, it was clear that parents are most interested in seeing the following items show up in our ESSER plan:

The continuation of summer camp was a highlight for elementary school parents. As well the after-school program was another area that showed high levels of support. We are going to restart our after-school program but will use general fund dollars to fund the program as this is going to be a service we continue beyond ESSER III. Parents were interested in a homework hotline for junior high and high school to help with learning loss during COVID as we increase rigor in the classroom. With that rigor more middle/high school students will need help and looking at math our parents were concerned about providing that support. Outdoor learning areas also came from discussions with families and flexible seating so we can adjust on the fly if COVID numbers rise and space becomes an issue.

We surveyed our families by sending it out via email and posting on our website. Only 13 parents responded to the survey. We also hold a Facebook Live event once monthly and discussed this as well as provided a link to the survey. Video discusses this survey at the 11:00 min. mark.... <https://www.facebook.com/SolomonSchools/videos/153732980289199>

https://docs.google.com/spreadsheets/d/1sCZ5IxmQlyqxOSHqBttiAuSx5owXLe83JA_MZKQmGvw/edit?usp=sharing

You will see that these suggestions from parents are reflected in the plan we developed.

https://docs.google.com/forms/d/e/1FAIpQLSdup1ti0039nUZ6jUfwbjy-BZwCckGzOLMqfjA16D2orUH8GA/viewform?usp=sf_link

22.8% of the survey was filled out by parents

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 survey and focus group data from our various special population groups. As a result of these meetings, the following have been determined as the most important to address in our district.

We have had many discussions with teachers, administrators, and special education teachers regarding how to best utilize the funds of ESSER III. They pointed out that the most impactful learning strategies are:

Familiar faces for substitute teachers: continue the full-time substitute teachers (two)

Flexible seating within the classroom. This benefits when COVID numbers or even flu increase to space and move the classroom easily. Everything is on wheels.

Outside areas to learn: playground, learning centers, or even places to eat for mental health breaks

You will see that this information plays a prominent role in our ESSER plan.

We are a part of the CKCIE--USD 305 Salina Co-op for SPED. Many discussions on what to put in the plan to help all students, with or without a disability.

https://docs.google.com/forms/d/e/1FAIpQLSdup1ti0039nUZ6jUfwbjy-BZwCckGzOLMqfjA16D2orUH8GA/viewform?usp=sf_link

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

The development of our ESSER plan has been a collaborative effort of multiple stakeholder groups, including staff, students, parents, administration, and state organizations. Our plans are reflective of those various conversations. Highlights of these collaborative conversations include:

We are small enough to survey all staff at an inservice and came up with the same as admin, DLT, and special education teachers. Please see above

We sent the survey out to staff and 32 staff members responded. We had a sit-down meeting with the two union representatives as well as the survey. Our negotiations will last around 30-60 minutes on average, so we communicate very well and their needs were heard. Those responses are in the survey link as well.

https://docs.google.com/spreadsheets/d/1sCZ5lxmQlyqxOSHqBttiAuSx5owXLe83JA_MZKQmGvw/edit?usp=sharing

https://docs.google.com/forms/d/e/1FAIpQLSdup1ti0039nUZ6jUfwbjy-BZwCckGzOLMqfjA16D2orUH8GA/viewform?usp=sf_link

School personnel including principals filled out 56.1% of the survey.

Tribes

Reviewing our student information system, we identified two 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:

Our ESSER plan includes these suggestions based on their feedback to meet the needs of our students best. They loved summer school opportunities and opening up field trips as part of the summer experience.

FACE TO FACE MEETING ONLY TWO.

Civil Rights Organization including Disability Rights Organizations

We sent out information and never heard back from them due to not having any local Civil Rights Organizations. The email with the survey was sent to Disability Rights Center of Kansas at the contact page of: It was a generic fill in form. We sent the Google form, no response. Here is the contact page: <https://www.drckansas.org/about/contact-drc>

However, we have several families who come from various nationalities, demographics, and ethnic backgrounds and we gathered survey data from them as well. Overwhelmingly Camp Gorilla and tutoring, along with static subs for stability, rose to the top.

Zero percent filled out the survey

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

We have worked closely with our students and representatives of the subgroup populations in our school district in developing our ESSER support plan. We have conducted surveys and have also engaged in focus group conversations. Through those surveys and conversations, it was clear that Camp Gorilla and tutoring, along with static subs for stability, rose to the top. STAYING OPEN was another priority for us as the virus continued.

This link was sent to all students: 22 responded. We did NOT collect individual data for students.

20% of our population are children with disabilities of some nature. They responded in the survey.
ELL is zero.

Homelessness is zero.

Children in foster care is only one at a time and we visited directly with the family, which at the time they had no internet and we used ERATE EMERGENCY COVID money to provide a hotspot as well as introduce them to the low cost broadband service. We also purchased 7 other hotspots to put on buses for connectivity issues..

Zero migrant.

Zero incarcerated.

https://docs.google.com/spreadsheets/d/1sCZ5lxmQlyqxOSHqBttiAuSx5owXLe83JA_MZKQmGvw/edit?usp=sharing

https://docs.google.com/forms/d/e/1FAIpQLSdup1ti0039nUZ6jUfwbjy-BZwCckGzOLMqfjA16D2orUH8GA/viewform?usp=sf_link

1.8% that filled out the survey were those with disabilities.

0% was filled out in all other categories

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

We sent the survey out to the public. The top two areas that came back if we had to go through this again were: Find a way to continue and stay open and continue to provide quality food service if this happens again. This was posted on our website for all to fill out..

Facebook LIVE, Site Council and survey was a way to extend beyond the walls of our school. The link for Facebook Live and the form was posted on our website for easy access.

The survey total of 57 included public. We only had 2 respond to the survey, the others were parents of children or teachers with children which are community members.

<https://www.facebook.com/SolomonSchools/videos/153732980289199>

https://docs.google.com/forms/d/e/1FAIpQLSdup1ti0039nUZ6jUfwbjy-BZwCckGzOLMqfjA16D2orUH8GA/viewform?usp=sf_link

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

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

Staying open was very beneficial to our community. It was hard, but in the end we had less loss than others. Early learners were impacted greater than high school students. The impact in was felt more for us in reading compared to math. We feel our younger learners are struggling more to read than previously, but still within a normal range. Flexibility in learning areas, locations, service for all students regardless of disability was key in our success.

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

We will use them to become more flexible, with greater options for learning in the classroom. We will move students around easier with flexible seating throughout and outdoor spaces. We will also extend our Camp Gorilla for another two years with these funds. An addition will be high school day trips which we missed out on during the pandemic. Such examples include trips to art galleries, musical shows etc... This was standard, and several of our students have missed these experiences. With a very high poverty rate, these are valuable to the student's success in the future in helping them see the world as a whole and not just the world they see/experience daily. Using regular substitutes will be continued to help with learning loss. This is valuable in knowing the children and knowing the staff so that when a sub is in the room, learning can still occur.

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

Besides learning loss, the funds will be used to provide flexible seating throughout the elementary school where the distancing was an issue and will if we need to go back to the 6-foot rule again.

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 provide for all students and changes are very easy at our level. We will access the success each year. Once the funds of COVID have concluded I will find it hard to not continue our Camp Gorilla experience, tutoring help, and year-long substitute positions. Feedback has been great and we will continue to make modifications if needed.

Allocations

	Direct Allocation	True Up Allocation	Total Allocation		20% Minimum
ESSER III Allocations	\$411,302	\$0	\$411,302	ESSER III Allocations	\$82,261
Approved Total	\$0	\$0	\$0	Approved Total	\$0
Amount Left	\$411,302	\$0	\$411,302	Amount Still Needed	\$82,261
In Review Total	\$411,302	\$0	\$411,302	In Review Total	\$92,686
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
393-3-0001	Direct	False	2200	115	1A	\$45,000	Task Force Review
393-3-0002	Direct	True	1000	110	1A	\$90,000	Task Force Review
393-3-0003	Direct	False	1000	733	2	\$273,616	Task Force Review
393-3-0004	Direct	True	1000	220	1A	\$2,686	Task Force Review

Line Item Details

Line Item ID: 393-3-0001

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

58

Function Code

2200 - Support Services (Instructional Staff)

Object Code

115 - Temporary Certified Substitutes' Salaries for Certified Staff

Allowable Use

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

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

This will be used for continuity of service with our long-term subs. We will continue to hire two subs full-time.

Budgeted Expenditures in SFY 2021 \$0

Budgeted Expenditures in SFY 2022 \$0

Budgeted Expenditures in SFY 2023 \$0

Budgeted Expenditures in SFY 2024 \$45,000

Total Expenditures \$45,000

Status

Task Force Review

Line Item ID: 393-3-0002

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

58

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

Camp Gorilla has been a huge success. This money will be used for continuing the experiences for our students, both elementary and MS/HS. We will extend this into tutoring as well. This is the same staffing model from the previous two years of ESSER I and II dollars. We have two directors, 5 certified staff, and 5 classified staff. Camp runs three days a week, T,W,TH for 6 weeks. We have served anywhere from 110 students to as low as 72 last year. We are expanding for day trips for JH and HS with this money.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$45,000
Budgeted Expenditures in SFY 2024	\$45,000
Total Expenditures	<u>\$90,000</u>

Status

Task Force Review

Line Item ID: 393-3-0003

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

58

Function Code

1000 - Instruction

Object Code

733 - Furniture and Fixtures

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 will allow us to have outdoor seating, flexible seating in the classroom, and movement on supplies/bookshelves so we can maintain the 6 ft distance. It will also allow us to be mobile if we need to move to another building to service learning environments. A breakdown of cost include: \$53,916 for installation (this includes shipping and putting the equipment together, we DO NOT have the manpower/time to put it together), outside seating for 32 students on a patio feature off the commons/kitchen area costing \$27,743, Tables price \$20,562, Desks with wheels, \$64,012, other moveable classroom furniture \$107,383 which includes kidney tables with wheels, office chairs, podiums with wheels, storage cart with wheels, tables with wheels. Total desks 240, chairs 332, bookshelves 60, work desks/kidney on wheels 29, 12 podiums on wheels.

These are desks for the classroom with wheels for easy movement. (Rockus adjustable pos-leg desk with caster, trapezoid for groups of four and Kagen Strategies or movement to 6 feet when up tick in COVID comes to a classroom.

Tables are adjustable and tilt on wheels for teachers to move. Charging carts have wheels as we now need more flexible movement for charging since we are 1:1.

Bookshelves in classrooms will have casters, so if needed, we can easily move out of the classroom to create the needed 6ft. there are 36x42x24 and will allow us to move with easier. Teacher podium with storage and wheels to allow movement.

All is quoted by school specialty. During the pandemic, we learned that furniture from the 1970s is not easy to move and make flexible. All is used to create a flexible work and learning space.

Budgeted Expenditures in SFY 2021 \$0

Budgeted Expenditures in SFY 2022 \$0

Budgeted Expenditures in SFY 2023 \$0

Budgeted Expenditures in SFY 2024 \$273,616

Total Expenditures \$273,616

Status

Task Force Review

Line Item Comment from KSDE

This is not allowable under ESSER

Please provide us with more detail about what outdoor seating, flexible seating and supplies/bookshelves will be purchased. It may be best to split these into 3 separate line items.

Line Item ID: 393-3-0004

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

56

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 will help offset the benefit costs associated with Camp Gorilla.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$0
Budgeted Expenditures in SFY 2024	\$2,686
Total Expenditures	<u>\$2,686</u>

Status

Task Force Review

ESSER III APPLICATION FOR D0397

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>
Centre	2382 310th Street, Lost Springs, KS 668599644	2382 310th Street, Lost Springs, KS 668599644
<u>Superintendent Name</u>	<u>Superintendent E-mail Address</u>	<u>Superintendent Phone Number</u>
Larry Geist	lgeist@usd397.com	(785) 983-4304

Authorized Representative of the District Information

<u>Name</u>	<u>Position of Title</u>	<u>E-mail Address</u>	<u>Phone Number</u>
Larry Geist	Superintendent	lgeist@usd397.com	(620) 778-5508
<u>Other District Representative 1 - Name</u>	<u>Other District Representative 1 - E-mail Address</u>		
Marianne Kohman	mkohman@usd397.com		
<u>Other District Representative 2 - Name</u>	<u>Other District Representative 2 - E-mail Address</u>		
Francie Mueller	fmueller@usd397.com		

Plan for Safe Return

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

USD397.com

Use of Funds for CDC Guidance

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

Our district has and will continue to utilize these funds to provide the following items to assist in the prevention and mitigation of the virus: PPE for all staff, students, and visitors, the purchase of cleaning and sanitizing supplies to help with the prevention of the virus and to clean all school equipment and transportation areas, and the additional funds necessary to increase the number of hours our school nurse works to help with prevention strategies and record keeping. All the funds previously received (CARES, SPARKS) have helped USD 397 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 used 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 stand-alone 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 in case 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

Students are represented on my Superintendent's Advisory Committee as well as the Centre District Site Council. Student input is received through an online survey developed by our Student Council as well as during meetings. In developing our ESSER plan, we conducted a survey in which 58 students participate 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 and ideas are in the plan.

Families

We have 12 parents on our Site Council that represents Pre-Kindergarten through 12th grade. Families were also invited to complete a survey during parent/teacher conferences this last semester to gain more input from the families we serve. Twenty-six families returned the survey during Parent/Teacher Conferences. We have worked closely with our families in developing our ESSER support plan. We have conducted parent/community surveys and have also engaged our building and district leadership team. The results of the surveys were very positive in regard to how we were spending our ESSER money. Part of the conversation was about the possibility of spending ESSER money air conditioning our main gym to help with the ventilation but the conversation soon returned to what would best serve all of our students. Through those surveys and conversations, it was clear that parents are most interested in seeing the following items show up in our ESSER plan:

- Additional personnel and staff to help support learning loss and academics due to the pandemic and possible summer school offerings to cut back on summer learning loss.
- 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 reflected in the plan we developed.

School and District Administrators including Special Education Administration

Our district employs two administrators, a 6-12 principal and a superintendent that also serves as the P-5 principal and Kansas Online Learning Program administrator. Both are members of the Site Council that meets on a regular basis throughout the year. The Marion County schools are part of a special education coop, Marion County Special Education Cooperative. We meet monthly and discuss all aspects of special education and how we can best support students. 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 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

We have a combined 12 members of our Site Council that serve as teachers and classified employees. One of our teacher members is also the president of our teacher's organization. The members represent all levels of our building as well as special education teachers and staff. The development of our ESSER plan has been a collaborative effort of multiple stakeholder groups including: staff, students, parents, administration and state organizations. Our plans are reflective of those various conversations. 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 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 12 students who reported as members of a tribe. After contacting Michelle Conine at the All-American Indian Center in Wichita, I received the following response: "I know of only 4 Federally Recognized Tribal Reservations in Kansas and they are in the Northeastern part of the state. Iowa, Sac and Fox, Kickapoo, and Potawatomi. I believe the Delaware have a tribal satellite office in Caney Kansas, the Cherokee have a satellite group here in Wichita. I am not familiar with Marion County, you might google it or check with your County Vital Statics office. In the Wichita public schools, we have over 95 tribes represented in the student body and do not have a Tribe living within 50 miles of Wichita." Since there were no tribal organizations in our area, a special effort was made to include participants from the 12 students who identify as Native American in our discussion groups. The responses from these parents echoed what other families in our district saw as the greatest need for our schools.

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 experience 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 and 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

I received the following response from the ACLU: "Thank you for reaching out to the ACLU of Kansas (the ACLU) with your request for input regarding your ESSER-III funding. We appreciate your concern for the educational needs and well-being of your students. Unfortunately, the ACLU is unable to provide input on this issue." We regret that we cannot be of assistance to you, and sincerely wish you the best."

We still implemented the following supports which we believe will benefit all populations of our students. We do not have any official Civil Rights groups in our district but have several community groups. The community groups contacted were PTO, and the Centre Education Foundation. They were part of our ESSER committee and were all sent a copy of the survey but we didn't receive any of them back, and since we are a small school and community, discussions happen on a frequent basis. Of the two groups, we did get responses back from, PTO and Centre Education Foundation, their suggestions were the same as the other groups. Since we are very small, most of our groups overlap with each other.

- Increased staff to help with support due to learning loss as a result of the pandemic.
- Increased staff to help with social and emotional support 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

Centre is a member of the Marion County Special Education Cooperative that provides services to all our students with disabilities. The COOP provides us with three teachers, one for the elementary, one for the Junior High, and one for the high school as well as numerous paras to meet the needs of our students. An administrator is present at all IEPs at which time we can gain input on the needs of our students. My Superintendent's Advisory team has members that represent children with special needs at three levels; elementary, junior high, and high school. The responses from their students who were old enough to understand were that they felt their needs were being met to the best of their abilities. As for foster care, we had one student who was placed with us for a short time and any comments this student would have made should not be recorded due to the student being easily identified. Centre does not have any students who fit the category of English Learners or homeless. We also do not have any migratory students or students who are incarcerated. We currently offer extended learning opportunities (summer school) to all elementary special education students whose IEP list it as an intervention. Of the six parents that responded, all six wanted to continue the summer school program as well as continue the services of our social workers through the summer so students do not lose the progress they have made throughout the school year. Last November, our teaching staff went through training to learn about being a trauma-informed educators.

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

Public members were invited to a meeting to gather input. 30 patrons were invited and 21 attended the input gathering meeting. The results of the meeting were focused on three areas in our district: Child/Daycare - academic expectations and opportunities - financial stability of the district. To address these issues, USD #397 is in the process of building a daycare that will be completed by the 2024 school year and will provide a 12-month daycare facility for patrons: Considering the possible expansion of work release and dual credit opportunities was the focus for the academic and opportunities discussing for our students; lastly, Discussion of the financial stability of our district. Our district is doing very well financially at this point and our district remains strong. We are in the process of a building expansion project that will be paid for in large part with Capital Outlay funds that are available as well as a FEMA grant. The public group was also interested in how the pandemic impacted our students and if we felt they had fallen behind academically and socially as a result of the pandemic. The consensus among the group was to consider the following:

Provide Extended Learning Opportunities - Summer School.

Hire more para support for students who are behind.

Work on a plan for what we can do to maintain what programs we have added after the ESSER Funds are no longer available.

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.

Summer learning opportunities will be offered for students in grades Kindergarten through 11. The structure of these programs will vary based upon student need and staffing availability. The proposed plan has Elementary students attending Monday through Thursday of each week from 8:30-11:30 AM.

Secondary level students will attend Tuesday through Thursday of each week from 8:30-11:30 AM.

All summer learning opportunities will be offered for a minimum of 4 weeks.

Programming will be based on student performance and progress through our MTSS structure during the regular school day. Since our school is located in a rural setting, transportation will be provided to and from Summer School to make it more convenient for working parents.

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 to provide summer school opportunities for students in grades P-11. Included in these services will be social workers who will continue their work with students needing Social Emotional help throughout the summer. Social workers will work with individuals or in small groups to provide needed counseling to ensure these students do not lose ground made up during the school year coming off the pandemic. Teachers will continue to use Amplify to increase reading and comprehension of students as well as Letrs to either maintain or increase this content area. Math interventions will be based on Fastbridge testing and suggested interventions.

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

Remaining funds will be utilized to purchase updated ELA curriculum that includes Evidence-based intervention/remediation resources for teachers to utilize with students. This is based on the scores reported earlier in our application that indicate a learning loss in the area of reading/language arts specifically.

Mental Health issues will be addressed through the use of three social workers who will support students by continuing to offer students counseling and support services throughout the summer.

Funds will be utilized to offer staff members Retention Pay as an incentive to continue working in the district as we continue to face challenging conditions attributed to the COVID-19 pandemic.

SIS services from Greenbush—These services provide ongoing high-quality professional development opportunities to our staff members. Recovery from the COVID-19 Pandemic continues to occur in all facets of teaching and learning. When our staff members can increase their professional capacity, it lowers their stress levels and allows them to respond to their students in a more positive/supportive ways. This translates into increased student support as they also continue to recover from the effects of 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.

All interventions/curricula go through an extensive review process prior to selection. Programs/activities chosen must demonstrate strong evidence of structured literacy, interventions that address the needs of a variety of students, and specific vocabulary development strategies when the materials are purely academic in nature. Materials selected for the purpose of social skill development must also show a strong evidence base. The provision of intentional Professional Development for our staff members is intended to ensure implementation of new materials and strategies with fidelity. Strong programs with strong fidelity produce effective results when trying to remediate learning and build efficacy within students. Data analysis and data-driven decision making become important guideposts to measuring the efficacy of programming for subgroups of students within our system.

Allocations

	Direct Allocation	True Up Allocation	Total Allocation		20% Minimum
ESSER III Allocations	\$288,369	\$0	\$288,369	ESSER III Allocations	\$57,674
Approved Total	\$0	\$0	\$0	Approved Total	\$0
Amount Left	\$288,369	\$0	\$288,369	Amount Still Needed	\$57,674
In Review Total	\$288,369	\$0	\$288,369	In Review Total	\$70,021
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
397-3-0001	Direct	True	1000	121	12	\$56,771	Task Force Review
397-3-0002	Direct	False	2113	110	10	\$18,000	Task Force Review
397-3-0003	Direct	True	1000	110	11A	\$13,250	Task Force Review
397-3-0004	Direct	False	1000	110	8	\$80,354	Task Force Review
397-3-0005	Direct	False	1000	120	8	\$23,530	Task Force Review
397-3-0006	Direct	False	1000	610	12	\$584	Task Force Review
397-3-0007	Direct	False	3100	446	13	\$7,330	Task Force Review
397-3-0008	Direct	False	2620	618	13	\$215	Task Force Review
397-3-0009	Direct	False	1000	610	6	\$7,624	Task Force Review
397-3-0010	Direct	False	1000	610	12	\$610	Task Force Review
397-3-0011	Direct	False	1000	100	8	\$30,000	Task Force Review
397-3-0012	Direct	False	2000	323	16	\$43,000	Task Force Review
397-3-0013	Direct	False	2700	420	13	\$101	Task Force Review
397-3-0014	Direct	False	2700	120	11A	\$7,000	Task Force Review

Line Item Details

Line Item ID: 397-3-0001

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

Paraprofessional

Account Number

90e10001210000000

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

1 para working with individual and small groups of students who have fallen behind academically to help decrease learning loss.

Budgeted Expenditures in SFY 2021	\$17,836
Budgeted Expenditures in SFY 2022	\$18,391
Budgeted Expenditures in SFY 2023	\$18,943
Budgeted Expenditures in SFY 2024	\$1,601
Total Expenditures	<u>\$56,771</u>

Status

Task Force Review

Line Item ID: 397-3-0002

Allocation Type

Direct Allocation

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

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

Account Name

Social Workers

Account Number

91e10001100000000

Function Code

2113 - Social Work Services

Object Code

110 - Regular Certified Salaries

Allowable Use

10 - Providing mental health services and supports.

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

School social workers will meet with either individual students or groups of students to continue mental health services throughout the summer.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$9,000
Budgeted Expenditures in SFY 2024	\$9,000
Total Expenditures	<u>\$18,000</u>

Status

Task Force Review

Line Item ID: 397-3-0003

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 Summer School Teachers

Account Number

90e1000110000000

Function Code

1000 - Instruction

Object Code

110 - Regular Certified Salaries

Allowable Use

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

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

Certified teachers will meet with selected students who have fallen behind academically to either maintain their present level or increase their level to help close the gap COVID created while in remote learning.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$6,500
Budgeted Expenditures in SFY 2024	\$6,750
Total Expenditures	<u>\$13,250</u>

Status

Task Force Review

Line Item ID: 397-3-0004

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

Certified Salaries

Account Number

9051000111000000

Function Code

1000 - Instruction

Object Code

110 - Regular 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

These funds were used for retention pay for our teachers and staff returning after COVID to provide consistent instruction to our students. Our Board of Education approved 61 certified and classified staff members to receive a retention pay award on December 12, 2022 in the amount of \$500 each.

Budgeted Expenditures in SFY 2021	\$20,104
Budgeted Expenditures in SFY 2022	\$30,000
Budgeted Expenditures in SFY 2023	\$30,250
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$80,354</u>

Status

Task Force Review

Line Item ID: 397-3-0005

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

Additional Para support & Retention Pay

Account Number

9051111200000000

Function Code

1000 - Instruction

Object Code

120 - Regular Non-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

Additional para support was provided for students showing significant gaps in their learning due to COVID.

Budgeted Expenditures in SFY 2021 \$23,530

Budgeted Expenditures in SFY 2022 \$0

Budgeted Expenditures in SFY 2023 \$0

Budgeted Expenditures in SFY 2024 \$0

Total Expenditures \$23,530

Status

Task Force Review

Line Item ID: 397-3-0006

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

Instruction Supplies

Account Number

9051000600000000

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 items purchased with this amount were used to provide more interventions in the reading series for our 4th & 5th grade students.

Budgeted Expenditures in SFY 2021 \$584

Budgeted Expenditures in SFY 2022 \$0

Budgeted Expenditures in SFY 2023 \$0

Budgeted Expenditures in SFY 2024 \$0

Total Expenditures \$584

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

Equipment Purchases

Account Number

9051000700000000

Function Code

3100 - Food Service Operations

Object Code

446 - Food Storage

Allowable Use

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

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

A walk-in combination refrigerator/freezer was purchased for food storage since the supply chain was interrupted and we had to purchase food supplies when they were available and we did not have the storage to hold the additional items.

Budgeted Expenditures in SFY 2021	\$7,330
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$0
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$7,330</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

Cleaning Supplies

Account Number

9052120600001000

Function Code

2620 - Maintenance of Buildings

Object Code

618 - Cleaning Supplies and Chemicals

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

These supplies were purchased to sanitize the buildings and equipment to mitigate the spread of COVID.

Budgeted Expenditures in SFY 2021	\$215
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$0
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$215</u>

Status

Task Force Review

Line Item ID: 397-3-0009

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

School Improvement

Account Number

9052300810000000

Function Code

1000 - Instruction

Object Code

610 - General Supplies and Materials

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

This money was used to hire Greenbush to provide our teachers and staff with best practice ideas to help mitigate learning loss due to the COVID-19 epidemic. Greenbush provided an in-service to all teachers and staff on how other schools were finding success using various practices in their classrooms and during remote learning.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$7,624
Budgeted Expenditures in SFY 2023	\$0
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$7,624</u>

Status

Task Force Review

Line Item ID: 397-3-0010

Allocation Type

Direct Allocation

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

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

Account Name

School Improvement

Account Number

8052400300000000

Function Code

1000 - Instruction

Object Code

610 - General Supplies and Materials

Allowable Use

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

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

Supplies were purchased to provide students with needed interventions to mitigate the learning loss students remote learning. Some items purchased included journals & writing tablets to help improve ELA practices lost during COVID-19.

Budgeted Expenditures in SFY 2021	\$0
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Budgeted Expenditures in SFY 2022	\$610
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Budgeted Expenditures in SFY 2023	\$0
--	-----

Budgeted Expenditures in SFY 2024	\$0
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Total Expenditures	<u>\$610</u>
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Status

Task Force Review

Line Item ID: 397-3-0011

Allocation Type

Direct Allocation

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

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

Account Name

Retention Pay

Account Number

9051000111000000

Function Code

1000 - Instruction

Object Code

100 - Personal Services - Salaries

Allowable Use

8 - Planning for and coordinating during long-term closures, including on how to provide meals, technology for online learning, guidance for carrying out IDEA requirements, and providing educational services consistent with applicable requirements.

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

On February 28, 2022, the USD 397 Board of Education approved retention pay to be awarded to 57 faculty and staff members at the end of the spring semester for teachers and staff returning to Centre in the amount \$500 each.

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

Task Force Review

Line Item ID: 397-3-0012

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

Reading Series

Account Number

90510000000000

Function Code

2000 - Support Services

Object Code

323 - Student 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

The Amplify Reading Series was adopted to help fill the loss of reading due to the COVID-19 closing our school experienced. This curriculum is to be utilized with students in grades K-5 and will include textbooks, digital content, and intervention materials. Utilizing Fastbridge as a base measurement, our results indicated that our Elementary students lost significant progress toward achieving grade-level outcomes in the area of Reading during and immediately following the 2020 Spring closure of schools due to the COVID-19 pandemic. These materials are created in such a way as to address the varying needs of a multitude of special populations as integrated instruction rather than separate programming. A new reading series that was designed to help students independently rather than relying on whole group applications provided by our old series. The Amplify Series enables our teachers to help students learn independently while closing the reading gaps many students are experiencing since the onset of COVID-19.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$43,000
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$43,000</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

Supplies

Account Number

90510006000001000

Function Code

2700 - Student Transportation Services

Object Code

420 - Cleaning Services

Allowable Use

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

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

We will purchase additional cleaning supplies to help mitigate the spread of COVID-19.

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

Status

Task Force Review

Line Item ID: 397-3-0014

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

Transportation Services

Account Number

90e27101200000000

Function Code

2700 - Student Transportation Services

Object Code

120 - Regular Non-Certified Salaries

Allowable Use

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

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

These funds will be used to transport students to and from summer school since our building is out in the country and our students have no other way to get to the building.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$3,500
Budgeted Expenditures in SFY 2024	\$3,500
Total Expenditures	<u>\$7,000</u>

Status

Task Force Review

ESSER III APPLICATION FOR D0401

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>
Chase-Raymond	313 East C Avenue, Chase, KS 675240366	313 East C Avenue, Chase, KS 675240366
<u>Superintendent Name</u>	<u>Superintendent E-mail Address</u>	<u>Superintendent Phone Number</u>
Kylee McDonald	mcdonaldk@usd401.com	(620) 938-2913

Authorized Representative of the District Information

<u>Name</u>	<u>Position of Title</u>	<u>E-mail Address</u>	<u>Phone Number</u>
Kylee McDonald	Superintendent	mcdonaldk@usd401.com	(620) 938-2913
<u>Other District Representative 1 - Name</u>	<u>Other District Representative 1 - E-mail Address</u>		
Tammy Kizzar	kizzart@usd401.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://5il.co/1lmps>

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 increase basic hygiene practices like hand washing, provide more space for social distancing with students in high traffic areas. Classroom environments that have had students sitting in tables within a small distance of others will now be able to separate from peers using new desks and chairs. The furniture that created some of our challenges will be replaced.

We will also utilize the the ESSER funds to purchase Halo machines to detect air quality and impurities to increase or modify our learning environments.

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 completed a survey, due to a low response rate, focus groups were conducted with students in Grades 4-7 and 8-12; each student focus group consisted of 20 students for a total of 40 students. These groups generated specific feedback, suggestions, and input on needs or wants for the district. Students provided a high quality list of suggestions and ideas including air quality, new parking lots, build new CTE learning spaces, improve instructional technology, expand computer programs. The Superintendent also meet with Student Leadership groups of Student Council and FFA as part of the focus grouping. Additional information was gathered from recently graduated students regarding needs of the district in the last 3 years.

Families

Families completed a survey that was sent to parents individually as well as providing electronically and in writing, we received 52 responses. The Superintendent also had two scheduled days for open to the public listening or discussion regarding ESSER III funding. Specific feedback was scheduled with parents from specific subsets in our population. The Superintendent and Building Principals meet with small groups of families to collect feedback, suggestions, and input on needs or wants for the district. Families shared access to curriculum materials, social emotional learning, and environmental quality were important for the buildings, while additional support was needed after school and during the summer. The ESSER Team viewed these suggestions as high quality.

School and District Administrators including Special Education Administration

Administrative team members including the Special Education Director for our cooperative completed a survey that was sent to individually electronically. The Superintendent also had four scheduled days for tours, walkthroughs, discussion, and data analysis regarding ESSER III funding. Specific feedback was scheduled with the Director to consider unique needs for our population. Administrators shared that the top needs for our district to prevent an impact similar to the COVID-19 pandemic access, to curriculum materials, social emotional learning, furniture for preventative exposure to airborne pathogens, and environmental quality were important for the buildings. Academic in nature to impact learning loss the following suggestions were discussed, updated curriculum with digital access for secondary Science secondary, health elementary, middle and high school, mathematics K-12. Additionally extended preschool is being offered to combat learning loss, our programs lack a PreK mathematics and foundational literature curriculum resource that is both in person as well as digital access. Additional support was needed credit recovery, extended summer learning, and after school programs. The ESSER Team viewed these suggestions as high quality.

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:
Social Emotional Curriculum Materials, after school programs, extended summer learning opportunities, furniture to provide better learning environments to work collaboratively and independently without being too close to others. Professional develop for co-teaching, cooperative learning, differentiation, and interventions is needed. Collaborative groups also mentioned the need for intervention materials for learning loss.
During negotiations with the teacher representatives ESSER 3 funding was discussed the teachers requested retention bonuses.

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:
Potawatomi Nation
<https://forms.gle/SxAyNCE5SzsbtHV6>
While we did not hear back from anyone, we have still implemented the following supports which we believe will benefit our Native American students:
Extended Learning Opportunities
Expanded Summer School and Credit Recovery

Civil Rights Organization including Disability Rights Organizations

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

Kansas Action for Children, Disability Rights Center, Kansas Disability Resources and Advocacy Organizations.

<https://forms.gle/SxAyNCE5SzsbtHV6>

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:

Extended Learning Opportunities

Expanded Summer School and Credit Recovery

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 following groups

Students with disabilities we have 46 students identified with disabilities on the survey we received 4 responses that self identified as representing students with disabilities. Administration also talked with teachers, special education director, and parents of identified students, suggestions include: Expanded social and emotional learning and mental health services and Additional personnel and staff support for academic intervention.

Ten students are identified as English Language Learners, Administration met with staff members that provide student direct services social emotional and mental health services as well as additional academic intervention for students.

Five students are identified as Homeless, our homeless liaison and administration talked with the parent of a child experiencing homelessness, some suggestions from that representative included social emotional and mental health services as well as additional academic intervention for students.

Seven students are identified as being in foster care we received 3 responses that self identified as representing foster care children some suggestions were Additional personnel and staff support for academic intervention, additional behavioral support and interventions.

Migrant students we currently have zero at this time.

Incarcerated students we currently have zero at this time.

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

Greetings USD 401 Chase Raymond Students, Staff, Families, and School Community:

Thank you for your continued support of our schools! We are excited to share with you an opportunity to provide some input and feedback on how we identify, prioritize, and invest in our school district through the use of ESSER III funding. The purpose of ESSER III funding is to address the impact of the COVID-19 pandemic on students by mitigating learning losses, supporting social-emotional needs, and ensuring safe in-person learning for students. We will submit an application for our ESSER III funds to the Kansas State Department of Education which includes input and engagement from a variety of stakeholders on how best to prioritize use of these funds. Your input will impact how ESSER III funds are spent across the school district. Please take a few minutes to provide your feedback by completing THIS SURVEY.
<https://forms.gle/SxAyNCE5SzbthV6>.

Thank you in advance for your input, participation, and engagement in this process.

Sincerely,

Dr. Kylee McDonald
620-938-2913

We received 6 responses to our survey.
Taking Such Input Into Account:

After you collect the feedback from your stakeholder groups, take some time to analyze the data and determine ways that you could share the results publicly along with how you will tentatively plan to use the input and feedback for your 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.

Students at USD 401 have experienced significant learning loss over time that was exacerbated by the COVID-19 pandemic when our students lacked the necessities of learning, most of the students were below target and with a lack of resources continued to decline or did not make academic improvements during that time frame. According to the Kansas State Assessment data the district average is out 90% of students scored below the target of level 3 in mathematics, and 88% of students scored below level 3 on the English Language Arts state assessment. Due to school closures and grouping requirements the use of interventions was limited therefore students were not able to make up prior learning deficits for nearly 2 years further putting the students behind. As the pandemic has continued to move and resurface in our community we continue to see that students and teachers lack the resources to continue progression toward state wide expected growth and learning. Nearly 90% of our students are considered At-Risk, 83% of the students meet the criteria to be considered low socioeconomic status, and many of our students lack connectivity, home support or access to medical and mental health services due to the location of our district as well as transportation challenges.

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

Our district would like to use our funds to extend summer learning opportunities for students in grades 4-12 for both extended learning, enrichment, and credit recovery, this has not previously been offered for students after grade 4. We would like to extend the offering of students in PreK-grade 3 to include additional focus on mathematics and foundational reading skills.

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

Additional ARP ESSER funds will be used to purchase high quality research or evidence based curriculum resources with digital access for secondary Science classes, health elementary, middle and high school, mathematics K-12. Additionally extended preschool is being offered to combat learning loss, our programs lack a PreK mathematics and foundational literature curriculum resource that is both in person as well as digital access.

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.

LEA will continue to implement tiered intervention district wide that focuses on reading, mathematics and social emotional learning a minimum of 60 minutes per day, the district needs to purchase additional resources for intervention in social emotional learning and mathematics specifically. Tiered interventions allows for students with unique needs to have those needs addressed specifically those disproportionately impacted. As the district uses a range of indicators to identify if a student has additional needs for intervention the student improvement team meets with students and families to provide additional support.

Allocations

	Direct Allocation	True Up Allocation	Total Allocation		20% Minimum
ESSER III Allocations	\$444,384	\$0	\$444,384	ESSER III Allocations	\$88,877
Approved Total	\$0	\$0	\$0	Approved Total	\$0
Amount Left	\$444,384	\$0	\$444,384	Amount Still Needed	\$88,877
In Review Total	\$142,170	\$0	\$142,170	In Review Total	\$104,170
Amount Left	\$302,214	\$0	\$302,214	Amount Still Needed	\$0

Line Items

ID	Allocation Type	Learning Loss	Function Code	Object Code	Allowable Use	Total Expenditures	Status
401-3-0001	Direct	True	1000	644	12	\$2,300	Task Force Review
401-3-0002	Direct	True	1000	300	12	\$2,870	Task Force Review
401-3-0003	Direct	True	1000	644	12	\$7,000	Task Force Review
401-3-0004	Direct	True	1000	644	12	\$7,000	Task Force Review
401-3-0005	Direct	True	1000	644	12	\$85,000	Task Force Review
401-3-0006	Direct	False	2600	700	13	\$26,000	Task Force Review
401-3-0007	Direct	False	1000	700	7	\$12,000	Task Force Review

Line Item Details

Line Item ID: 401-3-0001

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

COVID FUNDS

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

Purchasing Vector Online Learning Modules for students to use to improve Social Emotional Learning targets identified as missing. Online learning materials will focus on study skills, social skills, and appropriate behavior for students in grades 4-12. This is only for students that have demonstrated learning loss due to the pandemic and will be used during tiered intervention time. This will impact approximately 50 students.

As we looked at the social emotional learning for our students, it was clear that there was a need to provide specific learning opportunities that would meet the students from different subgroups with easy to access curriculum resources that provide specific opportunities to each group of students with relatable materials. The students struggled during the pandemic to learn and demonstrate executive functioning skills to manage learning environments. This has had a direct impact on their academic achievement.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$1,150
Budgeted Expenditures in SFY 2024	\$1,150
Total Expenditures	<u>\$2,300</u>

Status

Task Force Review

Line Item ID: 401-3-0002

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

COVID FUNDS

Account Number

7

Function Code

1000 - Instruction

Object Code300 - PURCHASED PROFESSIONAL
AND TECHNICAL SERVICES**Allowable Use**12 - Addressing learning loss among
students, including vulnerable
populations.**Please describe the expenditures within the account and how they will address a COVID-19 need**

As we looked at the learning styles, staff prior knowledge, and professional development as it aligns with our student achievement scores, it was clear that there was a need to provide specific learning opportunities that would meet and support teachers with learning how to meet the outcomes the students from different subgroups need within their instructional methods. Professional development associated with differentiated instruction, co-teaching, english language learners, at risk youth. All teachers will be assigned specific professional development to meet the unique needs of their students groups. We will purchase Vector online learning modules to ensure our staff receive appropriate professional development to facilitate improving learning outcomes for students that demonstrated the most learning loss due to the pandemic, with a focus on students in tiers two and three.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$1,435
Budgeted Expenditures in SFY 2024	\$1,435
Total Expenditures	<u>\$2,870</u>

Status

Task Force Review

Line Item ID: 401-3-0003

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

COVID FUNDS

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

Students in our PreK and Early elementary programs are struggling to retain and learn information after school closure or limited PreK during the pandemic, we would like to purchase new intervention curriculum for early mathematics that incorporates in person and digital components to support students. The students in our early elementary programs were unable to attend PreK and therefore demonstrate at least 1 year of learning loss. All of our PreK students meet the qualifications for at risk.

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

Status

Task Force Review

Line Item ID: 401-3-0004

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

COVID FUNDS

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

Students in our PreK and Early elementary programs are struggling to retain and learn information after school closure or limited PreK during the pandemic, we would like to purchase new intervention curriculum for early reading and literature that incorporates in person and digital components to support students. The students in our early elementary programs were unable to attend PreK and therefore demonstrate at least 1 year of learning loss. All of our PreK students meet the qualifications for at risk.

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

Status

Task Force Review

Line Item ID: 401-3-0005

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

COVID FUNDS

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

As we looked at the mathematics learning for our students, it was clear that there was a need to provide specific learning opportunities that would meet the students from different subgroups most impacted by the pandemic with easy to access curriculum resources that provide specific opportunities to identified students in tier two and three with relatable materials. Our current curriculum resources do not provide adequate interventions support for struggling students, english language learners.

Additionally the need for mathematics intervention materials to make up for learning loss suffered during the pandemic for identified students through the tiered intervention process to ensure that students receive appropriate remediation in tiers two and three. This would include but not be limited to math manipulatives, Dreambox Learning and other STEM resources.

We need additional time to research evidence based materials and resources.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$0
Budgeted Expenditures in SFY 2024	\$85,000
Total Expenditures	\$85,000

Status

Task Force Review

Line Item ID: 401-3-0006

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

COVID FUNDS

Account Number

7

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

The school cafeteria is home to all students across the district with large tables where groups of students sit within 1 ft of their peers, in order provide appropriate social distancing space and to provide students with own individual chairs instead of bench. We would like to purchase new lunch room tables that are smaller and provide more space for social distancing by offering chairs rather than benches. This should allow students to have more space between peers.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$26,000
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$26,000</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: 401-3-0007

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

COVID FUNDS

Account Number

7

Function Code

1000 - Instruction

Object Code

700 - PROPERTY

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

4 of our classrooms in th primary building lack access to hand washing materials. As evidence by the CDC research hand washing is one of the primary methods to control the spread of disease and virus. We would like to purchase 6 mobile hand washing stations, that do not require major plumbing changes or electricity.

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

Status

Task Force Review

ESSER III APPLICATION FOR D0409

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>
Atchison Public Schools	626 Commercial Street, Atchison, KS 66002	626 Commercial St, Atchison, KS 66002
<u>Superintendent Name</u>	<u>Superintendent E-mail Address</u>	<u>Superintendent Phone Number</u>
Renee Nugent	renee.scott@usd409.net	(913) 367-4384

Authorized Representative of the District Information

<u>Name</u>	<u>Position of Title</u>	<u>E-mail Address</u>	<u>Phone Number</u>
Renee L Nugent	Superintendent	renee.scott@usd409.net	(913) 367-4384
<u>Other District Representative 1 - Name</u>	<u>Other District Representative 1 - E-mail Address</u>		
Lori Lanter	lori.lanter@usd409.net		
<u>Other District Representative 2 - Name</u>	<u>Other District Representative 2 - E-mail Address</u>		

Plan for Safe Return

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

https://cdn5-ss13.sharpschool.com/UserFiles/Servers/Server_155889/File/2022-23%20USD%20409%20Safe%20Return%20to%20School%20&%20Continuity%20of%20Services.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 409 may adopt reasonable safety measures to protect the safety of district personnel, students, and visitors during school and school-related activities. Reasonable safety measures may include, but may not be limited to, cleaning and sanitization plans, use of physical safeguards and barriers, and the use of personal protective equipment (PPE). Exceptions to any requirements may be granted as required by law, state, county, and/or local health officials, and on a case-by-case basis. We will continue to monitor national, state, and local government and health agency mandates, guidance, and recommendations as well.

If a building reaches a 2% absenteeism rate due to COVID, masks will be required in that building for 10 days or until the threshold declines to below 2%.

The district will continue to train students and staff in the proper wearing of personal protective equipment as needed, and we will post signage outlining the proper wearing of personal protective equipment as needed.

The district has utilized funds to retain additional nursing staff and additional substitute teachers in order to offer testing and have professionals in classrooms when teachers and staff are out due to illness.

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 specific to students grades 3 thru 12 and hosted focus groups with student leadership groups, including student councils at every building, the principal's advisory group at the high school, and club and activities students in order to determine their highest levels of need for pandemic related instruction and support. The response rate was 89% for students in grades 3 thru 12. The following supports received the most interest from our students:

Professional development for teachers & administrators regarding effective practices & engagement strategies;

Services & outreach for students experiencing homelessness, foster care, poverty, language barriers or disabilities;

Building/Strengthening partnerships with community-based organizations to increase student/family access to services for health & well-being; and

Recruitment & retention of qualified staff.

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 that garnered over 500 responses. Additionally, we had focus group meetings with our and have engaged our building and district site councils, and had a community forum on April 4, 2022. Through those surveys and conversations, it was clear that parents are most interested in seeing the following items show up in our ESSER plan:

Tutoring programs and support including early literacy tutoring and peer tutoring programs;

Services & outreach for students experiencing homelessness, foster care, poverty, language barriers or disabilities;

Increasing personnel &/or services to support student needs including school guidance & adjustment counselors, nurses, psychologists &/or social workers; and

Recruitment and retention of qualified staff.

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

School and District Administrators including Special Education Administration

Our administrative team has met regularly to review the needs of our student and staff populations both at the building and district level. Our administrative team includes our Director of Special Education and our three school psychologists. 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:

Professional development for teachers and administrators regarding effective practices and engagement strategies;

Developing & expanding high quality MTSS for students exhibiting learning loss &/or high levels of achievement & related PD;

Increasing personnel &/or services to support student needs including school guidance & adjustment counselors, nurses, psychologists &/or social workers; and

Recruitment and retention of qualified staff.

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. On Thursday, April 15, an optional all staff zoom was held to lay out the requirements for utilizing ESSER funding. On September 27, the Atchison Education Association participated with the district site council to hear a presentation about how previous ESSER money had been spent, allowable uses for ESSER III, and then input from the group prioritizing ESSER III funds moving forward. Our plans are reflective of those various conversations. Highlights of these collaborative conversations include:

High quality aligned instructional materials and professional development;

Services & outreach for students experiencing homelessness, foster care, poverty, language barriers or disabilities;

Increasing personnel &/or services to support student needs including school guidance & adjustment counselors, nurses, psychologists &/or social workers; and

Recruitment and retention of qualified staff.

In a review of our student information system, we identified students who reported as a member of a tribe. These students and their families were extended personal invitations to attend the open community forum and received special invitations to participate in the community survey. We also reached out to local area tribes, the Kickapoo and Potawatomi Tribes, and sent them links to our surveys as well. During a focus group meeting with these students and their parents, they indicated the following strategies would be of the greatest benefit to them:

Extending the school day/year and prioritizing student access to additional time by student need;

Purchase educational technology, including assistive technology or adaptive equipment for students with disabilities;

Increasing personnel &/or services to support student needs including school guidance & adjustment counselors, nurses, psychologists &/or social; and

Purchase supplies to sanitize and clean facilities.

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 hosted a feedback forum with our local civil rights group in Atchison, Atchison United on May 5. Atchison United is a local organization that works to bring the community together in the name of unity, diversity, and tolerance. They provided oral feedback during the session as well as completed the community survey. Atchison United offered the following suggestions:

Summer learning geared towards acceleration for all students;

Dropout prevention and recovery programs;

Create transitional programs, partnering with organizations for students with mental health or behavior related absences returning to school; and

Recruitment and retention of qualified staff.

Our ESSER plan includes these suggestions based on this feedback to best meet the needs of our students.

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

We have worked closely with our students and representatives of the subgroup populations in our school district in developing our ESSER support plan. We utilized our Special Education Parent Advisory Council to get feedback during our semi-annual meeting on May 24, 2022. This group provided feedback during the meeting as well as completed the community survey. Although we have a very small population of English Language Learners, our certified teacher of ELL provided feedback and also worked with her students to complete the student survey and encouraged parents to complete the home survey. Students with disabilities, students experiencing homelessness completed their surveys in their advisory class, where they received extra support from their teachers in completing the surveys. Similar to our reaching out to our students in Power School who are Native American, we flagged all ELL students and sent a separate letter and survey to them as well. We do not have any incarcerated (although our data shows one incarcerated student now, that was not the case at the time we administered surveys) or migrant subgroup. Our underserved students, including homeless, all completed the survey and their parents also had the opportunity to completed the survey. Nearly half of our student population (just over 600 students) completed the survey.

Attached is the link to the copy of our survey: <https://forms.gle/5JXA5LUmUrZuwhqP9>

Through those surveys and conversations, it was clear that the following supports were most needed with ESSER III funding.

1. High quality aligned instructional materials and professional development;
2. Developing & expanding high quality MTSS for students exhibiting learning loss &/or high levels of achievement & related PD;
3. Summer School and After school Tutoring
- 4.. Building/strengthening partnerships with community based organizations to increase student/family access to services for mental/physical health; and Recruitment and retention of qualified staff;

Our student subgroup population is as follows:

391 Students with Disabilities: Summer School and After school Tutoring; Developing & expanding high quality MTSS for students exhibiting learning loss &/or high levels of achievement & related PD

6 ELL: Summer School and After school Tutoring

30 Homeless: Building/strengthening partnerships with community based organizations to increase student/family access to services for mental/physical health; and Recruitment and retention of qualified staff;

24 Foster Care: Building/strengthening partnerships with community based organizations to increase student/family access to services for mental/physical health; and Recruitment and retention of qualified staff;

0 Migrant

1 Child incarcerated (this is new data. Prior to this year when surveys were issued we had no incarcerated students).

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

We reached out to members of the public community with a survey requesting their feedback and input for our ESSER plan as well as hosted a community forum. In addition, we presented information to the local Kiwanis Club, Atchison Rotary, a BOE meeting, and a facebook flier with access to the survey. The following are items that the public felt would be the best use of our funds:

Tutoring programs & support, including early literacy tutoring & peer tutoring programs;

Developing & expanding high quality MTSS for students exhibiting learning loss &/or high levels of achievement & PD;

Building/strengthening partnerships with community organizations to increase student/family access to services for health & well-being; and

Recruitment and retention of qualified staff.

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

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

The effects of COVID-19 have exacerbated the discrepancies of teaching and learning at USD 409. iReady data, ACT scores, and our final analysis from Cognia Accreditation reveals some significant needs of both staff and students. Additionally, our attendance data from last year revealed to us that continued absences from school as a result of covid quarantine and positive cases has been chronic for our district. As a district with nearly double the percentage of special education students in comparison to the state average as well as an increased population of students qualifying for free and reduced lunch, more of our at-risk students are in need of additional supports in order to close the learning gap caused by COVID.

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

We will utilize the following resources to address the academic impact of lost instructional time:

High Quality Tutoring

Evidence suggests tutoring is an effective practice that yields consistent and substantial positive impacts on learning outcomes Nickow et al. (2020). Using retired teachers to work in small groups(2-8th grades 1:3 and 1:1 in grades K-1), students will work on foundational reading and math skills three times a week for 30 minutes a day.

Summer School

Research shows students lose a month or more progress during the summer months. Summer school has been found to have a positive effect on students to mitigate this loss, close learning gaps, and provide remedial assistance to students, especially those from low income families and communities. USD 409 will have summer school for grade PreK-12. The high school consist of credit recovery. The elementary and middle schools will provide instruction in Math, ELA, and STEAM to help students recover from learning loss

Mentoring

Evidence suggests that mentoring can have a positive effect on new teachers to the profession by impacting student achievement and teacher retention. We plan to hire a full time experienced teacher to mentor our first and second year teachers. The mentor will conduct observations of and with mentees, support through coaching, and modeling effective teaching practices.

Instructional Coach- Intervention

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 use the Instructional coach at grade 6-8 to assist teachers use data to identify student with learning loss, plan appropriate intervention and implement effect structures to provide effective, research based

Data Based Decision Making

Evidence show use high quality data to make decisions is important. iReady is our assessment system that provides teachers with data to identify learning loss, specific standards students need to address and a computerized pathway to get get to grade level material.

[Access Info Here](#)

Literacy Interventions

Evidence suggests that having a structured literacy program implemented with fidelity that focuses on teaching and reinforcing elements of literacy with early learners is critical to their success. Our literacy interventions will include:

Instructional Coaches

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

TeamMates Mentoring

A 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.

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

Substitute Premium Pay: In order to keep our schools open when staff and students are absent due to COVID 19, we need to recruit and retain quality substitute teachers. Our substitute teachers will receive premium pay for working days during a pay period.

Student Teacher Incentives: Due to COVID 19, it has been difficult to attract new teachers to the profession. We will provide student teachers incentives to stay in our district after successful completion of their student teaching semester.

Staff Premium Pay: Due to declining enrollment as a result of COVID-19, we will provide premium pay to attract and retain teachers to the district.

District-Wide professional Development with Corwin Professional Learning: We will continue to focus on quality professional development using Corwin with the intent of specifically closing the learning loss 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.

USD 409 will conduct regular program assessment measures, specifically using Corwin's evaluation process, to ensure that all interventions are measuring appropriate progress and growth. We will continue our partnership with local mental health organizations to ensure the mental health of staff and students, specifically the behaviors that have been exasperated as a result of covid 19, are appropriate.

Allocations

	Direct Allocation	True Up Allocation	Total Allocation		20% Minimum
ESSER III Allocations	\$3,623,940	\$0	\$3,623,940	ESSER III Allocations	\$724,788
Approved Total	\$0	\$0	\$0	Approved Total	\$0
Amount Left	\$3,623,940	\$0	\$3,623,940	Amount Still Needed	\$724,788
In Review Total	\$3,623,940	\$0	\$3,623,940	In Review Total	\$1,556,931
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
409-3-0001	Direct	True	1000	110	11A	\$127,690	Task Force Review
409-3-0002	Direct	False	1000	150	3	\$67,000	Task Force Review
409-3-0003	Direct	True	1000	110	11B	\$304,000	Task Force Review
409-3-0004	Direct	False	1000	110	4	\$47,076	Task Force Review
409-3-0005	Direct	False	1000	150	16	\$50,000	Task Force Review
409-3-0006	Direct	True	1000	110	12	\$60,000	Task Force Review
409-3-0007	Direct	False	1000	110	12	\$432,000	Task Force Review
409-3-0008	Direct	False	1000	150	16	\$772,985	Task Force Review
409-3-0009	Direct	True	1000	121	11A	\$38,780	Task Force Review
409-3-0010	Direct	True	1000	220	11A	\$9,786	Task Force Review
409-3-0011	Direct	False	1000	220	3	\$4,967	Task Force Review
409-3-0012	Direct	True	1000	220	11B	\$23,408	Task Force Review
409-3-0013	Direct	True	1000	220	4	\$3,625	Task Force Review
409-3-0014	Direct	False	1000	220	16	\$3,850	Task Force Review
409-3-0015	Direct	True	1000	220	12	\$4,620	Task Force Review
409-3-0016	Direct	False	1000	220	12	\$33,264	Task Force Review
409-3-0017	Direct	False	1000	220	16	\$32,976	Task Force Review
409-3-0018	Direct	True	1000	220	11A	\$4,019	Task Force Review
409-3-0019	Direct	True	1000	290	11A	\$1,270	Task Force Review
409-3-0020	Direct	False	1000	290	3	\$645	Task Force Review
409-3-0021	Direct	True	1000	290	11B	\$3,040	Task Force Review
409-3-0022	Direct	False	1000	290	4	\$471	Task Force Review
409-3-0023	Direct	False	1000	290	16	\$500	Task Force Review
409-3-0024	Direct	True	1000	290	12	\$600	Task Force Review
409-3-0025	Direct	False	1000	290	12	\$4,320	Task Force Review
409-3-0026	Direct	False	1000	290	16	\$4,275	Task Force Review
409-3-0027	Direct	True	1000	290	11A	\$362	Task Force Review
409-3-0028	Direct	False	1000	300	10	\$6,454	Task Force Review
409-3-0029	Direct	False	1000	300	11A	\$36,000	Task Force Review
409-3-0030	Direct	True	1000	330	4	\$159,507	Task Force Review

409-3-0031	Direct	True	1000	330	4	\$34,000	Task Force Review
409-3-0032	Direct	False	1000	330	4	\$50,000	Task Force Review
409-3-0033	Direct	False	1000	330	10	\$70,000	Task Force Review
409-3-0034	Direct	True	1000	330	9	\$13,200	Task Force Review
409-3-0035	Direct	True	1000	330	9	\$140,000	Task Force Review
409-3-0036	Direct	True	1000	330	9	\$117,574	Task Force Review
409-3-0037	Direct	True	1000	330	9	\$9,000	Task Force Review
409-3-0038	Direct	False	1000	330	9	\$5,000	Task Force Review
409-3-0039	Direct	True	1000	330	9	\$22,300	Task Force Review
409-3-0040	Direct	True	1000	330	9	\$28,000	Task Force Review
409-3-0041	Direct	False	1000	530	8	\$18,882	Task Force Review
409-3-0042	Direct	True	1000	610	4	\$18,354	Task Force Review
409-3-0043	Direct	False	1000	610	4	\$30,000	Task Force Review
409-3-0044	Direct	True	1000	610	11A	\$41,040	Task Force Review
409-3-0045	Direct	False	2100	120	15	\$86,000	Task Force Review
409-3-0046	Direct	False	2100	210	15	\$6,000	Task Force Review
409-3-0047	Direct	False	2100	220	15	\$6,450	Task Force Review
409-3-0048	Direct	False	2100	220	15	\$860	Task Force Review
409-3-0049	Direct	True	2200	120	3	\$150,127	Task Force Review
409-3-0050	Direct	True	2200	220	3	\$6,170	Task Force Review
409-3-0051	Direct	True	2200	290	3	\$334	Task Force Review
409-3-0052	Direct	False	2300	120	16	\$79,192	Task Force Review
409-3-0053	Direct	False	2300	120	16	\$79,192	Task Force Review
409-3-0054	Direct	False	2300	120	16	\$15,000	Task Force Review
409-3-0055	Direct	False	2300	120	16	\$13,500	Task Force Review
409-3-0056	Direct	False	2300	120	16	\$150	Task Force Review
409-3-0057	Direct	False	2500	330	16	\$110,000	Task Force Review
409-3-0058	Direct	True	2710	510	11A	\$60,000	Task Force Review
409-3-0059	Direct	True	2710	510	11A	\$176,125	Task Force Review

Line Item Details

Line Item ID: 409-3-0001

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 Teachers

Account Number

75-1000-110-970

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

Research shows students lose a month or more progress during the summer months. Summer school has been found to have a positive effect on students to mitigate this loss, close learning gaps, and provide remedial assistance to students, especially those from low income families and communities. USD 409 will have summer school for grade PreK-12. The high school consist of credit recovery. The elementary and middle schools will provide instruction in Math, ELA, and STEAM to help students recover from learning loss. Estimating \$138 a day for 20 days for 16 teachers for instruction as well as plan time at \$22.50 an hour/2.25 hours per day for 20 Days for 16 teachers.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$358
Budgeted Expenditures in SFY 2023	\$63,786
Budgeted Expenditures in SFY 2024	\$63,546
Total Expenditures	<u>\$127,690</u>

Status

Task Force Review

Line Item ID: 409-3-0002

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

Subs Premium Pay

Account Number

75-1000-111-970

Function Code

1000 - Instruction

Object Code

150 - Additional Compensation

Allowable Use

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

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

Premium-Incentive Pay For Additional Duties That Are Imposed Upon Each Employee To Protect Our Students, Staff And Community Against Covid-19. For the 22-23 school year estimating \$500 per substitute for 8 substitutes paid monthly starting in December 2022. For the 23-24 school year estimating \$500 per substitute for 8 substitutes for 10 months/paid monthly starting in September 2023.

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

Budgeted Expenditures in SFY 2023	\$27,000
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Budgeted Expenditures in SFY 2024	\$40,000
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Total Expenditures	\$67,000
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Status

Task Force Review

Line Item ID: 409-3-0003

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

Tutoring-Teachers-AfterSchool

Account Number

75-1000-112-970

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

Evidence suggests tutoring is an effective practice that yields consistent and substantial positive impacts on learning outcomes Nickow et al. (2020). Using retired teachers to work in small groups(2-8th grades 1:3 and 1:1 in grades K-1), students will work on foundational reading and math skills three times a week for 30 minutes a day.

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

Budgeted Expenditures in SFY 2023	\$100,000
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Budgeted Expenditures in SFY 2024	\$204,000
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Total Expenditures	\$304,000
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Status

Task Force Review

Line Item ID: 409-3-0004

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

IPS/Transition

Account Number

75-1000-113-970

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

Evidence suggests that students that have goals toward post graduation with individualization to curriculum that supports those goals are more like to graduate college and career ready. Because of COVID, our students did not have ample opportunities for work based learning and internship opportunities. The IPS coordinator works with grade 6-12 and is responsible for transitioning students and staff from Xello to Naviance and assisting counselors in building curriculum in the programs. The IPS coordinator is meeting with all students and ensuring they have a quality IPS plan with progress being made towards postsecondary goals. We utilized this position for two years with ESSER II money because our students needed a dedicated staff member to work with students who lost opportunity due to COVID 19. This position provides extends the position and provides direct support to students to pursue their post graduation goals based on individual needs.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$47,076
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$47,076</u>

Status

Task Force Review

Line Item ID: 409-3-0005

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

Student Teacher Incentives

Account Number

75-1000-114-970

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

Recruitment and Retention: In order to help with the teacher shortage and offer students the best instruction possible, a student teaching incentive will be offered for teachers who will get their substitute license to work after their internship is over and then stay and work for us after graduation. Each teacher will receive \$5000 at the end of their internship, most likely in June. We will work with Benedictine College and other colleges who allow student teachers in our district to apply for this internship. Our hope is to get up to 10 student teachers to apply for the internship, and after successful completion they will get internship pay and commit to stay and work for USD 409 after graduation. Because of Covid, the teacher shortage has many student teachers agreeing to jobs prior to graduation. We believe this incentive for our student teaching interns will help us recruit and retain qualified applicants.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$25,000
Budgeted Expenditures in SFY 2024	\$25,000
Total Expenditures	<u>\$50,000</u>

Status

Task Force Review

Line Item ID: 409-3-0006

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

Instr Coach-Intervention

Account Number

75-1000-115-970

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 use the Instructional coach at grade 6-8 to assist teachers use data to identify student with learning loss, plan appropriate intervention and implement effect structures to provide effective, research based interventions.

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

Status

Task Force Review

Line Item ID: 409-3-0007

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

PD for Teachers-Summer

Account Number

75-1000-116-970

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

150 Certified Staff Professional Development during the summer for 8 days and 8 hours per day at \$22.50 per hour

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$216,000
Budgeted Expenditures in SFY 2024	\$216,000
Total Expenditures	\$432,000

Status

Task Force Review

Line Item ID: 409-3-0008

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

Premium Pay

Account Number

75-1000-117-970

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

Premium-Incentive Pay For Additional Duties That Are Imposed Upon Each Employee To Protect Our Students, Staff And Community Against Covid-19. Classified staff (estimated at 90 employees) will receive \$200 a month for the 22-23 school year and 23-24 school year. Certified staff and administrators (estimated at 165 employees) will receive a one time payment of \$1500 to be paid in September 2023.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$344,680
Budgeted Expenditures in SFY 2023	\$805
Budgeted Expenditures in SFY 2024	\$427,500
Total Expenditures	\$772,985

Status

Task Force Review

Line Item ID: 409-3-0009

Allocation Type

Direct Allocation

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

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

Account Name

Summer School Paras

Account Number

75-1000-121-970

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 support students to help provide individual and small group learning in summer school to address learning loss

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$394
Budgeted Expenditures in SFY 2023	\$30,286
Budgeted Expenditures in SFY 2024	\$8,100
Total Expenditures	\$38,780

Status

Task Force Review

Line Item ID: 409-3-0010

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

Social Security

Account Number

75-1000-220-970

Function Code

1000 - Instruction

Object Code

220 - Social Security Contributions

Allowable Use

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

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

Social security premium for Coordinator SOA-Teachers

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$4,893**Budgeted Expenditures in SFY 2024** \$4,893**Total Expenditures** \$9,786**Status**

Task Force Review

Line Item ID: 409-3-0011

Allocation Type

Direct Allocation

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

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

Account Name

Social Security

Account Number

75-1000-220-970

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

Social security premium for Coordinator Premium Pay-Subs

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$1,887**Budgeted Expenditures in SFY 2024** \$3,080**Total Expenditures** \$4,967**Status**

Task Force Review

Line Item ID: 409-3-0012

Allocation Type

Direct Allocation

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

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

Account Name

Social Security

Account Number

75-1000-220-970

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

Social security premium for Coordinator Tutoring-Teachers-AfterSchool

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$7,700**Budgeted Expenditures in SFY 2024** \$15,708**Total Expenditures** \$23,408**Status**

Task Force Review

Line Item ID: 409-3-0013

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

Social Security

Account Number

75-1000-220-970

Function Code

1000 - Instruction

Object Code

220 - Social Security Contributions

Allowable Use

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

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

Social security premium for Coordinator IPS/Transition

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$3,625**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$3,625**Status**

Task Force Review

Line Item ID: 409-3-0014

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

Social Security

Account Number

75-1000-220-970

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 premium for Coordinator Student Teacher Incentives

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$1,925**Budgeted Expenditures in SFY 2024** \$1,925**Total Expenditures** \$3,850**Status**

Task Force Review

Line Item ID: 409-3-0015

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

Social Security

Account Number

75-1000-220-970

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 premium for Coordinator Instr Coach-Intervention

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$4,620**Total Expenditures** \$4,620**Status**

Task Force Review

Line Item ID: 409-3-0016

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

Social Security

Account Number

75-1000-220-970

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 premium for Coordinator Summer PD for Teachers

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$16,632**Budgeted Expenditures in SFY 2024** \$16,632**Total Expenditures** \$33,264**Status**

Task Force Review

Line Item ID: 409-3-0017

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

Social Security

Account Number

75-1000-220-970

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 premium for Coordinator Premium Pay-Staff

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$58**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$32,918**Total Expenditures** \$32,976**Status**

Task Force Review

Line Item ID: 409-3-0018

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

Social Security

Account Number

75-1000-220-970

Function Code

1000 - Instruction

Object Code

220 - Social Security Contributions

Allowable Use

11A - Planning and implementing summer learning or enrichment programs.

Please describe the expenditures within the account and how they will address a COVID-19 need

Social security premium for Coordinator SOA-Paras

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$3,395**Budgeted Expenditures in SFY 2024** \$624**Total Expenditures** \$4,019**Status**

Task Force Review

Line Item ID: 409-3-0019

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

Unemployment

Account Number

75-1000-290-970

Function Code

1000 - Instruction

Object Code

290 - Other Employee Benefits

Allowable Use

11A - Planning and implementing summer learning or enrichment programs.

Please describe the expenditures within the account and how they will address a COVID-19 need

Unemployment premium for Coordinator SOA-Teachers

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$635**Budgeted Expenditures in SFY 2024** \$635**Total Expenditures** \$1,270**Status**

Task Force Review

Line Item ID: 409-3-0020

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

Unemployment

Account Number

75-1000-290-970

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

Unemployment premium for Coordinator Premium Pay-Subs

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$245**Budgeted Expenditures in SFY 2024** \$400**Total Expenditures** \$645**Status**

Task Force Review

Line Item ID: 409-3-0021

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

Unemployment

Account Number

75-1000-290-970

Function Code

1000 - Instruction

Object Code

290 - Other Employee Benefits

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

Unemployment premium for Coordinator Tutoring-Teachers-AfterSchool

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$1,000**Budgeted Expenditures in SFY 2024** \$2,040**Total Expenditures** \$3,040**Status**

Task Force Review

Line Item ID: 409-3-0022

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

Unemployment

Account Number

75-1000-290-970

Function Code

1000 - Instruction

Object Code

290 - Other Employee Benefits

Allowable Use

4 - Activities to address the unique needs of low-income children, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including outreach and service delivery.

Please describe the expenditures within the account and how they will address a COVID-19 need

Unemployment premium for Coordinator IPS/Transition

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$471
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$471</u>

Status

Task Force Review

Line Item ID: 409-3-0023

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

Unemployment

Account Number

75-1000-290-970

Function Code

1000 - Instruction

Object Code

290 - Other Employee Benefits

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Please describe the expenditures within the account and how they will address a COVID-19 need

Unemployment premium for Coordinator Student Teacher Incentives

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	<u>\$500</u>

Status

Task Force Review

Line Item ID: 409-3-0024

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

Unemployment

Account Number

75-1000-290-970

Function Code

1000 - Instruction

Object Code

290 - Other Employee Benefits

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Please describe the expenditures within the account and how they will address a COVID-19 need

Unemployment premium for Coordinator Instr Coach-Intervention

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$600**Total Expenditures** \$600**Status**

Task Force Review

Line Item ID: 409-3-0025

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

Unemployment

Account Number

75-1000-290-970

Function Code

1000 - Instruction

Object Code

290 - Other Employee Benefits

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Please describe the expenditures within the account and how they will address a COVID-19 need

Unemployment premium for Coordinator Summer PD for Teachers

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$2,160**Budgeted Expenditures in SFY 2024** \$2,160**Total Expenditures** \$4,320**Status**

Task Force Review

Line Item ID: 409-3-0026

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

Unemployment

Account Number

75-1000-290-970

Function Code

1000 - Instruction

Object Code

290 - Other Employee Benefits

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Please describe the expenditures within the account and how they will address a COVID-19 need

Unemployment premium for Coordinator Premium Pay-Staff

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$4,275**Total Expenditures** \$4,275**Status**

Task Force Review

Line Item ID: 409-3-0027

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

Unemployment

Account Number

75-1000-290-970

Function Code

1000 - Instruction

Object Code

290 - Other Employee Benefits

Allowable Use

11A - Planning and implementing summer learning or enrichment programs.

Please describe the expenditures within the account and how they will address a COVID-19 need

Unemployment premium for Coordinator SOA-Paras

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$281**Budgeted Expenditures in SFY 2024** \$81**Total Expenditures** \$362**Status**

Task Force Review

Line Item ID: 409-3-0028

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

Mental Health Employee

Account Number

75-1000-301-970

Function Code

1000 - Instruction

Object Code300 - PURCHASED PROFESSIONAL
AND TECHNICAL SERVICES**Allowable Use**10 - Providing mental health services
and supports.**Please describe the expenditures within the account and how they will address a COVID-19 need**

Social Worker at Central (Partnership with Atchison Community. Health)-Address students and staff SEL needs heightened by the pandemic onsite and act as an liason for family and community resources in our most at-risk population

Budgeted Expenditures in SFY 2021	\$0
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Budgeted Expenditures in SFY 2022	\$0
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Budgeted Expenditures in SFY 2023	\$6,454
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Budgeted Expenditures in SFY 2024	\$0
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Total Expenditures	<u>\$6,454</u>
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Status

Task Force Review

Line Item ID: 409-3-0029

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

ACCA Community Summer Partnership

Account Number

75-1000-302-970

Function Code

1000 - Instruction

Object Code300 - PURCHASED PROFESSIONAL
AND TECHNICAL 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**

Working with our local childcare association, we will provide joint services and field trips so more underserved students will have oportuntieies related to learning loss.

Budgeted Expenditures in SFY 2021	\$0
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Budgeted Expenditures in SFY 2022	\$0
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Budgeted Expenditures in SFY 2023	\$24,000
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Budgeted Expenditures in SFY 2024	\$12,000
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Total Expenditures	<u>\$36,000</u>
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Status

Task Force Review

Line Item ID: 409-3-0030

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

Visible Learning

Account Number

75-1000-331-970

Function Code

1000 - Instruction

Object Code

330 - Professional Employee Training and Development Services

Allowable Use

4 - Activities to address the unique needs of low-income children, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including outreach and service delivery.

Please describe the expenditures within the account and how they will address a COVID-19 need

Evidence suggest when teacher and students understand what a good learner is and use instructional strategies with a high effect size student achievement increases supporting the learning loss occurred during COVID. We have contracted with Visible Learning for three years for a school pd support. They conducted and teaching the staff to conduct yearly school capabilities assessment, how to implement an Impact Cycle.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$238
Budgeted Expenditures in SFY 2023	\$99,269
Budgeted Expenditures in SFY 2024	\$60,000
Total Expenditures	<u>\$159,507</u>

Status

Task Force Review

Line Item ID: 409-3-0031

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

School Improvement Services

Account Number

75-1000-332-970

Function Code

1000 - Instruction

Object Code

330 - Professional Employee Training and Development Services

Allowable Use

4 - Activities to address the unique needs of low-income children, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including outreach and service delivery.

Please describe the expenditures within the account and how they will address a COVID-19 need

Partnership with our local service center to help support new teachers, math teachers, reading in the content area, and administration pd. Specifically, we will utilize their teacher mentoring program for new teachers, we will use targeted instructional coaching for teachers who are newer to the profession but are struggling and we want to provide additional supports for retention. Math teachers will attend targeted professional development in order to close learning gaps, especially for special education students who had lengthened virtual learning due to health concerns. Additionally, we will use the service center for targeted training for reading instruction/LETRS training specific to early childhood and para professionals. Last, administration will receive targeted professional development in leading staff, specifically newly hired staff. With the teacher shortage directly related to COVID, our administration needs guidance on how to provide targeted supports to struggling teachers in the area of classroom management.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$17,000
Budgeted Expenditures in SFY 2024	\$17,000
Total Expenditures	<u>\$34,000</u>

Status

Task Force Review

Line Item ID: 409-3-0032

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

Apple Prof Learning Acad

Account Number

75-1000-333-970

Function Code

1000 - Instruction

Object Code

330 - Professional Employee Training and Development Services

Allowable Use

4 - Activities to address the unique needs of low-income children, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including outreach and service delivery.

Please describe the expenditures within the account and how they will address a COVID-19 need

Partnership with Apple Implementation team to help teachers increase effectiveness of technology use. This will impact our students as we are 1:1 district since COVID and is focused to help with learning loss.

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$25,000**Budgeted Expenditures in SFY 2024** \$25,000**Total Expenditures** \$50,000**Status**

Task Force Review

Line Item ID: 409-3-0033

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

Behavior Consultant

Account Number

75-1000-334-970

Function Code

1000 - Instruction

Object Code

330 - Professional Employee Training and Development Services

Allowable Use

10 - Providing mental health services and supports.

Please describe the expenditures within the account and how they will address a COVID-19 need

Contracted employee to address students behavioral needs heightened by the pandemic onsite and act as an liaison for family and community resources in our most at-risk population

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$70,000**Total Expenditures** \$70,000**Status**

Task Force Review

Line Item ID: 409-3-0034

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

Learning Loss Software

Account Number

75-1000-335-970

Function Code

1000 - Instruction

Object Code330 - Professional Employee Training
and Development 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**

Technology program, Ed Puzzle, to help students with credit recovery. Used both during the school day, after school tutoring, and summer school. This allows teachers to create interactive, engaging support for the most at-risk students. In addition, if students are absent due to covid-related illness this provides access to the content.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$4,400
Budgeted Expenditures in SFY 2023	\$4,400
Budgeted Expenditures in SFY 2024	\$4,400
Total Expenditures	<u>\$13,200</u>

Status

Task Force Review

Line Item ID: 409-3-0035

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

Learning Loss Software

Account Number

75-1000-335-970

Function Code

1000 - Instruction

Object Code330 - Professional Employee Training
and Development 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**

Technology program, Edgenuity, to help students with credit recovery. Used both during the school day, after school tutoring, and summer school. This allows students who have suffered learning loss due to covid or got behind due to covid to catch up to their peers.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$70,000
Budgeted Expenditures in SFY 2024	\$70,000
Total Expenditures	<u>\$140,000</u>

Status

Task Force Review

Line Item ID: 409-3-0036

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

Learning Loss Software

Account Number

75-1000-335-970

Function Code

1000 - Instruction

Object Code

330 - Professional Employee Training and Development 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

Comprehensive assessment system, i-Ready, to help teachers and admin make data decisions, identify students with learning loss and specific areas of needs. In addition the program is an intervention with a built in pathway to grade level achievement.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$58,787
Budgeted Expenditures in SFY 2024	\$58,787
Total Expenditures	<u>\$117,574</u>

Status

Task Force Review

Line Item ID: 409-3-0037

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

Learning Loss Software

Account Number

75-1000-335-970

Function Code

1000 - Instruction

Object Code

330 - Professional Employee Training and Development 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

Technology program, Pear Deck, to engage students in access grade level content and support reteaching due to learning loss

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$4,500
Budgeted Expenditures in SFY 2024	\$4,500
Total Expenditures	<u>\$9,000</u>

Status

Task Force Review

Line Item ID: 409-3-0038

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

Learning Loss Software

Account Number

75-1000-335-970

Function Code

1000 - Instruction

Object Code

330 - Professional Employee Training and Development 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

Technology program/learning platform teachers use for learning activities for students both in school and those absent often due to COVIE 19. It all has a parent component to communication and allows a partnership for supporting students at home.

Budgeted Expenditures in SFY 2021	\$0
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Budgeted Expenditures in SFY 2022	\$0
--	-----

Budgeted Expenditures in SFY 2023	\$2,500
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Budgeted Expenditures in SFY 2024	\$2,500
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Total Expenditures	\$5,000
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Status

Task Force Review

Line Item ID: 409-3-0039

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

Learning Loss Software

Account Number

75-1000-335-970

Function Code

1000 - Instruction

Object Code

330 - Professional Employee Training and Development 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

Social Emotional screener and interventions to help teachers and staff monitor and support mental health which has been adversely effected during COVID.

Budgeted Expenditures in SFY 2021	\$0
--	-----

Budgeted Expenditures in SFY 2022	\$0
--	-----

Budgeted Expenditures in SFY 2023	\$11,150
--	----------

Budgeted Expenditures in SFY 2024	\$11,150
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Total Expenditures	\$22,300
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Status

Task Force Review

Line Item ID: 409-3-0040

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

Learning Loss Software

Account Number

75-1000-335-970

Function Code

1000 - Instruction

Object Code330 - Professional Employee Training
and Development 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**

24 hour tutoring program provided for 6-12 grade students. This will provide support for students needing credit recovery support (at-risk of dropping out of high school), special education students needing support for inclusive curriculum, and students who wish to have additional support for the ACT, math, and reading. Because of COVID, parents and families expressed to the district they do not always have the skills to provide homework support to their children. The 24 hour tutoring support provides certified teachers to provide direct instructional support across all secondary content areas.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$14,000
Budgeted Expenditures in SFY 2024	\$14,000
Total Expenditures	<u>\$28,000</u>

Status

Task Force Review

Line Item ID: 409-3-0041

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

Hot Spots & Communication

Account Number

75-1000-530-970

Function Code

1000 - Instruction

Object Code

530 - Communications

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

Fifty AT&T filtered hot spot devices are available to students with limited internet access. Priority is given to student out for illness often COVID or related to COVID.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$1,267
Budgeted Expenditures in SFY 2023	\$17,615
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$18,882</u>

Status

Task Force Review

Line Item ID: 409-3-0042

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

Supplies & Materials

Account Number

75-1000-610-970

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

Literacy materials used for afterschool tutoring K-5, pd for HS Social Studies and HS ELA teachers for reading in the content classrooms, and technology program for video recording lessons all to support learning loss.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$14,706
Budgeted Expenditures in SFY 2023	\$3,648
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$18,354</u>

Status

Task Force Review

Line Item ID: 409-3-0043

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

Supplies & Materials

Account Number

75-1000-610-970

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

Because of COVID, some students saw an increased learning loss. This funding will allow students who needed learning gaps filled to have the opportunity to receive support for the ACT and Work Keys and then after their initial scores they will have an opportunity to retake these tests the following semester.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$15,000
Budgeted Expenditures in SFY 2024	\$15,000
Total Expenditures	<u>\$30,000</u>

Status

Task Force Review

Line Item ID: 409-3-0044

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

Summer School Supplies

Account Number

75-1000-615-970

Function Code

1000 - Instruction

Object Code

610 - General Supplies and Materials

Allowable Use

11A - Planning and implementing summer learning or enrichment programs.

Please describe the expenditures within the account and how they will address a COVID-19 need

Summer School supplies to support teachers when working with students who have suffered learning loss due to COVID 19. These supplies will include books, materials, intervention manipulatives, and STEM activity supplies that target identified tier 2 and tier 3 student needs.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$4,525
Budgeted Expenditures in SFY 2023	\$22,015
Budgeted Expenditures in SFY 2024	\$14,500
Total Expenditures	<u>\$41,040</u>

Status

Task Force Review

Line Item ID: 409-3-0045

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

Nurses

Account Number

75-2100-120-970

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 are continuing to provide COVID testing for any student or employee so that we can work to mitigate any spread related to health related issues. Three additional nursing staff is necessary.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$0
Budgeted Expenditures in SFY 2024	\$86,000
Total Expenditures	<u>\$86,000</u>

Status

Task Force Review

Line Item ID: 409-3-0046

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

Health Insurance

Account Number

75-2100-210-970

Function Code

2100 - Support Services (Students)

Object Code

210 - Group Insurance

Allowable Use

15 - Developing strategies and implementing public health protocols for the reopening and operation of school facilities.

Please describe the expenditures within the account and how they will address a COVID-19 need

Health insurance premium for Nurses

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$6,000**Total Expenditures** \$6,000**Status**

Task Force Review

Line Item ID: 409-3-0047

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

Social Security

Account Number

75-2100-220-970

Function Code

2100 - Support Services (Students)

Object Code

220 - Social Security Contributions

Allowable Use

15 - Developing strategies and implementing public health protocols for the reopening and operation of school facilities.

Please describe the expenditures within the account and how they will address a COVID-19 need

Social security premium for Nurses

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$6,450**Total Expenditures** \$6,450**Status**

Task Force Review

Line Item ID: 409-3-0048

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

Unemployment

Account Number

75-2100-290-970

Function Code

2100 - Support Services (Students)

Object Code

220 - Social Security Contributions

Allowable Use

15 - Developing strategies and implementing public health protocols for the reopening and operation of school facilities.

Please describe the expenditures within the account and how they will address a COVID-19 need

Unemployment premium for Nurses

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$0
Budgeted Expenditures in SFY 2024	\$860
Total Expenditures	<u>\$860</u>

Status

Task Force Review

Line Item ID: 409-3-0049

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

Data Analyst/Tutoring Coordinator

Account Number

75-2200-120-970

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

The data analyst is used to track student growth as it relates to COVID 19 learning loss. This includes but is not limited to disseminating data in regards to iReady, ACT, attendance, State Assessments, Visible Learning, Summer School, and Tutoring.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$72,627
Budgeted Expenditures in SFY 2024	\$77,500
Total Expenditures	<u>\$150,127</u>

Status

Task Force Review

Line Item ID: 409-3-0050

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

Social Security

Account Number

75-2200-220-970

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

Social security premium for Coordinator

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$3,970
Budgeted Expenditures in SFY 2024	\$2,200
Total Expenditures	\$6,170

Status

Task Force Review

Line Item ID: 409-3-0051

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

Unemployment

Account Number

75-2200-290-970

Function Code

2200 - Support Services (Instructional Staff)

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

Unemployment premium for Coordinator

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$34
Budgeted Expenditures in SFY 2024	\$300
Total Expenditures	\$334

Status

Task Force Review

Line Item ID: 409-3-0052

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

Comm Engage Specialist

Account Number

75-2300-121-970

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

In order to keep schools open, it is vital that we communicate regularly with parents regarding the importance of attendance, programs available regarding learning loss, and updates on mitigation efforts.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$24,192
Budgeted Expenditures in SFY 2024	\$55,000
Total Expenditures	\$79,192

Status

Task Force Review

Line Item ID: 409-3-0053

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

Recruitment Specialist

Account Number

75-2300-122-970

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

As a result of COVID 19, we are hiring throughout the year. Prior to covid, our major hiring efforts were in the summer. However, employment is more fluid and the response to this needs to be through a dedicated professional.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$24,192
Budgeted Expenditures in SFY 2024	\$55,000
Total Expenditures	\$79,192

Status

Task Force Review

Line Item ID: 409-3-0054

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

Health Insurance

Account Number

75-2300-210-970

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

Health insurance premium for Specialists

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$5,000**Budgeted Expenditures in SFY 2024** \$10,000**Total Expenditures** \$15,000**Status**

Task Force Review

Line Item ID: 409-3-0055

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

Social Security

Account Number

75-2300-220-970

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

Social security premium for Specialists

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$4,500**Budgeted Expenditures in SFY 2024** \$9,000**Total Expenditures** \$13,500**Status**

Task Force Review

Line Item ID: 409-3-0056

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

Unemployment

Account Number

75-2300-290-970

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

Unemployment premium for Specialists

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$50
Budgeted Expenditures in SFY 2024	\$100
Total Expenditures	\$150

Status

Task Force Review

Line Item ID: 409-3-0057

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

Accounting Software

Account Number

75-2500-330-970

Function Code

2500 - Central 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

As a result of COVID 19, we are hiring throughout the year. Prior to covid, our major hiring efforts were in the summer. However, employment is more fluid and the response to this needs to be monitored through software programs that can better track new employees, their contractual status, their leave, and their pay. We will be investing in talent ed program to extend our recruiting and retention capabilities.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$75,000
Budgeted Expenditures in SFY 2024	\$35,000
Total Expenditures	\$110,000

Status

Task Force Review

Line Item ID: 409-3-0058

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

Applebus Summer School

Account Number

75-2710-514-970

Function Code

2710 - Vehicle Operation

Object Code

510 - Student Transportation 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

Summer School Busing - 5 routes for 40 days

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$30,000**Budgeted Expenditures in SFY 2024** \$30,000**Total Expenditures** \$60,000**Status**

Task Force Review

Line Item ID: 409-3-0059

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

Afterschool Tutoring-Busing

Account Number

75-2710-515-970

Function Code

2710 - Vehicle Operation

Object Code

510 - Student Transportation 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

Afterschool Tutoring Busing - 2 Routes for 173 days

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$2,980**Budgeted Expenditures in SFY 2023** \$73,145**Budgeted Expenditures in SFY 2024** \$100,000**Total Expenditures** \$176,125**Status**

Task Force Review

ESSER III APPLICATION FOR D0412

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>
Hoxie Community Schools	1100 Queen Ave., Hoxie, KS 677400348	Box 348, Hoxie, KS 677400348
<u>Superintendent Name</u>	<u>Superintendent E-mail Address</u>	<u>Superintendent Phone Number</u>
Mary Ellen Welshhon	mewelshhon@hoxie.org	(785) 675-3258

Authorized Representative of the District Information

<u>Name</u>	<u>Position of Title</u>	<u>E-mail Address</u>	<u>Phone Number</u>
Mary Ellen Welshhon	Superintendent	mewelshho@hoxie.org	(785) 675-3258
<u>Other District Representative 1 - Name</u>	<u>Other District Representative 1 - E-mail Address</u>		
Mandy Shipley	mshipley@hoxie.org		
<u>Other District Representative 2 - Name</u>	<u>Other District Representative 2 - E-mail Address</u>		
Kellie Tice	ktice@hoxie.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.hoxie.org/vnews/display.v/ART/60da3e2033ae9>

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 create an environment to continuously and safely reopen and keep open the USD 412 Hoxie Community Schools at all levels for in-person learning. Academically, USD 412 is working-district wide with the KSDE Multi Tiered System of Support (Kansas MTSS) to help mitigate student learning loss and social emotional issues. The district coordinates with the Sheridan County Health Complex Federally Qualified Health Clinic to provide both physical and mental health services, as well as, the Northwest Kansas Educational Service Center to provide additional services to special needs and migrant populations. The areas of Behavior Social Emotional Learning (BSEL), English Language Arts (ELA) and math are or will be addressed. The current emphasis is on direct intervention with BSEL and helping students and parents cope with the increased anxiety that has surfaced since the Covid-19 pandemic. USD 412 is just in the beginning process of working with Kansas MTSS to address these issues. ELA will be addressed following BSEL and math after that. Funds will be set aside to address curriculum meeting best practices and to be purchased to remediate learning loss and mental health concern. These and additional needs as identified by surveys and conversations with USD 412 stakeholders, which includes students, families, school and district personnel including administrators, special education administration, community members, parents of children representing diverse groups and High Plains Mental Health. Currently as indicated in focus groups, surveys and other stakeholders, there is a need for more personnel to meet the needs of the at-risk population, English as a Second Language Learners, those needing mental health intervention, premium pay to support and keep high quality staff, funds to support more and quality professional development opportunities, help make improvements to make our buildings safer and cleaner and improved ventilation.

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 412 Hoxie Community Schools had all students complete a survey and participate in focus groups. Students were able to express their concerns and opinions openly and honestly in the seminar groups. 63% or 124 students grade 7-12 participated in the survey. The top priorities for students were 1. More Behavioral and Emotional support provided for all students due to increased anxiety and depression since the Covid-19 pandemic. 2. More support for at-risk students (kids who don't qualify for an IEP but need more support and intervention) tier 2 and tier 3 students. 3. More supports for English Language Learners 4. Improvements to our facilities 5. Purchasing more educational technology. Students will review the completed plan and have the opportunity for additional input.

Families

Parents all had the opportunity to complete a survey. In addition to the survey, focus groups were held, and the USD 412 Site Council had input. 51 parents completed the survey with less than 50% of the families responding. USD 412 is working hard to get more parent involvement. Interestingly enough, the parents had the same top priorities. 1. Expand Social and Behavioral services and learning 2. Additional support for at-risk student 3. Maintenance, repair and even building new facilities were concerns expressed, and hiring more personnel to support academic interventions. The plan will be completed and parents feedback will be elicited

School and District Administrators including Special Education Administration

USD 412 is a small rural district in Northwest Kansas. As an administrative team, we meet a minimum of once a week and usually more often or as necessary. Our district works with the Special Education Administrators from the Northwest Kansas Educational Service Center. Top priorities identified were 1. More services for English Language Learners 2. Behavior and emotional learning and support 3. Improved facilities, 4. More support personnel 5. At-Risk program director 6. Curriculum to support and remediate student learning loss as well as support for the MTSS process 7. Time to meet. Administrators will review the plan and give feedback.

Teachers, Principals, School leaders, other Educators, School Staff and their Unions

The USD 412 had input from administration, the Board of Education, all staff and the KNEA. It has been a collaborative effort of many stakeholder groups including, staff, students, parents, administration and other organizations. The staff was given opportunities to express their requests in their PLC, BLT, DLT, and Collaborative meetings. This plan is definitely a reflection of the various conversations and requests held among these groups. The needs identified were 1) Personnel to support student learning loss and social emotional concerns 2) Instructional materials and resources and 3) Maintenance, repair and improvements to facilities.

Tribes

USD 412 consulted with parents of students who identify as a member of a tribe. We have 4 families that identify as Native American. However, we do not have Indian Tribes located on Indian land within 50 miles of our school. The parents we did speak with did want more personnel to support learning loss in all students.

Civil Rights Organization including Disability Rights Organizations

USD 412 consulted with Disability Rights Center of Kansas (DCR), Families Together, and Kansas Action for Kids. All organizations expressed concern with learning loss of students with disabilities. They suggested 1) increased opportunities for students to receive additional time to help with the recovery of learning loss 2) additional supports and services 3) addition health and mental health services for children. The ESSER III plan is supported by these group.

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 412 works and worked closely with staff, parents, and representatives of the subgroup populations of the district. Focus groups, facilitated conversations, and a survey was sent out to help determine the interests and needs of children with disabilities, English Learners, children experiencing homeless, children in foster care, migratory students, children who are incarcerated, and other underserved students. In addition, to determine needs for children with disabilities, the Northwest Kansas Education Service Center Special Education Department; the Disability Rights Center, Lane Williams; Kansas Action for Kids, John Wilson, Taylor Bainter, Clinical Social Worker; and Families together were contacted. They were all supportive of our ESSER requests in regard to children with disabilities. The above mentioned strategies to reach out to parents and others is listed above. To determine needs and interests for English Learners and Migratory Students, USD 412 reached out to the Northwest Kansas Educational Service Center Migrant Program, Laura Ritter; Taylor Bainter, Clinical Social Worker; and Kansas Action for Kids, John Wilson. They were supportive of our ESSER requests for these subgroups. The above mentioned strategies to reach out to parents and others is listed above. To determine needs and interest for children in Foster Care, USD 412 reached out to St. Francis Ministries, Ivy Wendt, Reintegration Specialist, Taylor Bainter, Clinical Social Worker; and Kansas Action for Kids, John Wilson. The above mentioned strategies to reach out to parents and others is listed above. USD 412 does not currently have any children identified as homeless, or incarcerated. To serve underserved children, at-risk students, we did contact Kansas Action for Kids, John Wilson and Taylor Bainter, Clinical Social Worker. The above mentioned strategies to reach out to parents and others is listed above. I spoke in person to all the individuals listed and received email from most of them. The respondents felt that 1) Summer School Services for all subgroups 2) More technology one to one 3) researched based curriculum being added 4) the tiered system of support were all appropriate strategies and appropriate use of ESSER Funds.

Provide the public the opportunity to provide input and take such input into account

Information on the ESSER III application was presented to the USD 412 Board of Education. The Public was a part of the stakeholder groups and also had the opportunity to do the survey. 17 Community members, less than 50% of the community members responded to the survey.

The main priorities were repair and improve facilities, more personnel to support academic interventions, and instructional materials and resources. Being a small district many of the stakeholders were on one or more of the groups.

Use of Funds for Learning Loss Set Aside and The Rest of The Allocation

Please briefly describe the impacts of COVID-19 on the district and its Pre-K through 12 students, including any relevant data where possible (e.g., cost impact, learning loss, emotional impact on students). If there has been a disproportionate impact on a special population in the district (e.g., students with disabilities, English Learners, students in foster care, students in poverty, etc.), please describe the impact and provide the number of Pre-K through 12 students in that population.

There is no doubt that the impact of COVID-19 has been great on schools, students, families, staff and communities. The students went to on-line learning in 2020 and were not back to finish the year in-person. On-line learning was very stressful and difficult for many of the students and families. Students had difficulty engaging in and learning during this time. In 2020-2021, the student were able to return to in-person learning. At that time, it was noted that students in all grade levels were experiencing higher levels of anxiety and depression. They were often disengaged from their activities and academics. Student attendance and enrollment were additionally affected. We continue to see these behaviors in the students. When looking at benchmark assessment data reading was the area hit the hardest. In the Spring of 2019, 65.47% of our students were proficient in reading. By the Spring of 2022 that percentage decreased by 6.89% putting our proficiency at 58.58%. Our math benchmark scores were not hit quite as hard but the decline appeared in our Kansas Assessments in both math and reading. In 2019 we had 37% of our students score proficient. That decreased by 6.06% in the Spring of 2021, and we another slight decrease in 2022. We currently have 30.44% of our students testing proficient in math on the KAP assessments. The decrease in reading was also apparent with the Spring 2019 proficiency percent being 37.49% and decreasing to 31.21% in the Spring of 2022. PreCOVID our ACT composite average was 20.13 and we have decreased to 18.5 in the 2021-2022 school year. Across the board in all academic areas, our students showed a learning loss.

Behavioral, social and emotional issues among students increased and has continued to increased. Antidotally, observation and stakeholders' reports indicated a definite increase in all grades in the number of students reporting chronic anxiety or isolated episodes of anxiety. The district had and has more students receiving counseling. We have also noticed an increase in chronic absenteeism. From the Accountability Report for 2018-2019, our district chronic absenteeism was 8.6%. We are currently up to 15.5% on the 2020-2021 report. Data from the Communities that Care Survey in 2021 showed an increase in depression and feeling sad/hopeless. The students that have thought about suicide were at 2.70% before we shutdown schools in 2020. That percentage has shown a dramatic increase to 12.88% on our last survey in 2022. The survey results indicated that social and emotional areas were of great concern and will be addressed through the use of ESSER Funds as well as all academic areas.

How the LEA will use the funds it reserves under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year? (Provide specific references to evidence-based interventions that meet one of the four tiers of evidence, as defined in Sec. 8101(21) of ESEA)

At least 20% of the ESSER funds will be used to address the academic impact of lost instruction time. Our entire staff is implementing the Multi-Tiered System of Support (MTSS) for Behavior, Social, Emotional, Learning (BESL). Strategies and curriculum will be researched, vetted, and implemented to help with this area. Additional training in the area of ELA and math will be received. All areas will be addressed through MTSS. Funds will be used for extended learning time -providing opportunity for students to attend Summer School and more services for at-risk and ESL students will be developed and provided. Research based curriculum will be purchased to support the MTSS interventions.

How the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act?

ESSER Funds will support teacher duties outside of contract time, retention of staff, provide mental health services/supports to students and families, improve the indoor quality, and continue to support the sanitizing of the 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.

To monitor the use of ESSER III funding, academic needs will be reviewed through the use of FastBridge, State Assessments and ACT. Social Emotional Health will be monitored through FastBridge's Social, Academic, and Emotional Behavior Risk Screener (SABERs and MySAEBRs) and the Kansas Communities That Care Survey. Subgroup data will be analyzed separately to make sure all needs are being met. The expectations are that student grades, engagement and attendance will begin to show improvement.

Allocations

	Direct Allocation	True Up Allocation	Total Allocation
ESSER III Allocations	\$598,440	\$0	\$598,440
Approved Total	\$0	\$0	\$0
Amount Left	\$598,440	\$0	\$598,440
In Review Total	\$598,440	\$0	\$598,440
Amount Left	\$0	\$0	\$0

	20% Minimum
ESSER III Allocations	\$119,688
Approved Total	\$0
Amount Still Needed	\$119,688
In Review Total	\$119,688
Amount Still Needed	\$0

Line Items

ID	Allocation Type	Learning Loss	Function Code	Object Code	Allowable Use	Total Expenditures	Status
412-3-0001	Direct	False	2100	110	10	\$68,640	Task Force Review
412-3-0005	Direct	False	2600	460	13	\$265,000	Task Force Review
412-3-0006	Direct	False	2134	110	16	\$45,000	Task Force Review
412-3-0008	Direct	True	1000	110	12	\$10,000	Task Force Review
412-3-0009	Direct	False	1000	321	10	\$5,000	Task Force Review
412-3-0010	Direct	True	1000	110	11A	\$19,000	Task Force Review
412-3-0011	Direct	True	1000	120	11A	\$48,000	Task Force Review
412-3-0012	Direct	True	1000	321	12	\$5,000	Task Force Review
412-3-0013	Direct	False	1000	650	9	\$40,800	Task Force Review
412-3-0014	Direct	False	2124	300	3	\$7,200	Task Force Review
412-3-0015	Direct	True	1000	320	16	\$37,688	Task Force Review
412-3-0016	Direct	False	1000	644	12	\$47,112	Task Force Review

Line Item Details

Line Item ID: 412-3-0001

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 Mental Health Services

Account Number

77640

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

USD 412 will hire a licensed Mental Health Counselor to provide one on one Counseling to students who are suffering from severe anxiety and depression as a result of the COVID-19 pandemic.

Budgeted Expenditures in SFY 2021	\$0
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Budgeted Expenditures in SFY 2022	\$0
--	-----

Budgeted Expenditures in SFY 2023	\$30,640
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Budgeted Expenditures in SFY 2024	\$38,000
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Total Expenditures	<u>\$68,640</u>
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Status

Task Force Review

Line Item ID: 412-3-0005

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

ESSERIII Repair of Buildings

Account Number

77715

Function Code

2600 - Operation and Maintenance of Plant Services (All except Transportation)

Object Code

460 - Repair of Buildings

Allowable Use

13 - School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.

Please describe the expenditures within the account and how they will address a COVID-19 need

All documentation has been submitted. New windows will be purchased and installed in the older buildings at the elementary and high school. Some of the windows have been sealed because they can no longer open or close safely. The new windows will improve air flow, which will help reduce virus transmission. The assurances for construction and Capital Expenditures have been checked and sent to ESSER. USD 412 will have the environmental study completed and a letter will be sent. A formal request to the Historical Society has been submitted for a letter to approve the project. All supporting materials have been emailed to ESSER. Per KSDE USD 412's Construction and Capital Expenditure Prior Approval Request submitted on December 5th, 2022 is approved. This fulfills the district's prior approval requirements under the Uniform Grant Guidance (2 CFR 200) and Education Department Grant Administration Regulations (34 CFR 75 and 34 CFR 76).

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$265,000
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$265,000</u>

Status

Task Force Review

Line Item Comment from KSDE

Allowable if meets CDC guidelines.

Line Item ID: 412-3-0006

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 - Other

Account Number

77720

Function Code

2134 - Nursing Services

Object Code

110 - Regular Certified Salaries

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Please describe the expenditures within the account and how they will address a COVID-19 need

USD 412 will be adding regular nursing services to assist with keeping staff and students safe. The nurse will work with staff, students, and families to ensure all know and understand the symptoms of COVID-19 and help make sure all proper guidelines are followed. The position will be for 2 days per week and on call as needed. The position will help to monitor and maintain health school operations for in person learning and to address student and staff illness, and treatment of COVID-19.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$22,000
Budgeted Expenditures in SFY 2024	\$23,000
Total Expenditures	\$45,000

Status

Task Force Review

Line Item ID: 412-3-0008

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III - Other

Account Number

77720

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

Purchase of Evidence Based Frog Street Curriculum to support early learners who were not in school during COVID-19 and are demonstrating lower language skills, personal social interaction, having issues interacting with peers and struggling with structure. After researching this curriculum it will be an evidenced based curriculum that will provide a curriculum that will meet the needs of all students, including ESL students, students with disabilities and at-risk.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$10,000
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	\$10,000

Status

Task Force Review

Line Item ID: 412-3-0009

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 - Mental Health Services

Account Number

77635

Function Code

1000 - Instruction

Object Code321 - Instructional Programs
Improvement Services**Allowable Use**10 - Providing mental health services
and supports.**Please describe the expenditures within the account and how they will address a COVID-19 need**

Character Strong Social Emotional curriculum will be purchased to help students learn to cope with anxiety, frustration, and provide students with skill to interact with peers. This is an evidence based curriculum.

Budgeted Expenditures in SFY 2021	\$0
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Budgeted Expenditures in SFY 2022	\$0
--	-----

Budgeted Expenditures in SFY 2023	\$5,000
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Budgeted Expenditures in SFY 2024	\$0
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Total Expenditures	\$5,000
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Status

Task Force Review

Line Item ID: 412-3-0010

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 Certified Salaries

Account Number

77610

Function Code

1000 - Instruction

Object Code

110 - Regular Certified Salaries

Allowable Use11A - Planning and implementing
summer learning or enrichment
programs.**Please describe the expenditures within the account and how they will address a COVID-19 need**

Summer school program salaries for certified teachers to address learning loss among all students grades Kindergarten through 8th grade. The USD 412 Summer School Program is for all students regardless of disability (including giftedness), ESL students, and disadvantages and disfranchised students. This Summer School is for students in grades K- 6.

Budgeted Expenditures in SFY 2021	\$0
--	-----

Budgeted Expenditures in SFY 2022	\$0
--	-----

Budgeted Expenditures in SFY 2023	\$9,500
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Budgeted Expenditures in SFY 2024	\$9,500
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Total Expenditures	\$19,000
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Status

Task Force Review

Line Item ID: 412-3-0011

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 - Non Cert Salaries

Account Number

77615

Function Code

1000 - Instruction

Object Code

120 - Regular Non-Certified Salaries

Allowable Use

11A - Planning and implementing summer learning or enrichment programs.

Please describe the expenditures within the account and how they will address a COVID-19 need

Summer school program salaries for support staff including paraprofessionals and high school student aged helpers to address learning loss among all students grades Kindergarten through 6th grade. All students are served in this Summer School, those with and without disabilities (including giftedness), ESL students and disadvantaged and disfranchised students. The USD 412 Summer School serves all students.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$24,000
Budgeted Expenditures in SFY 2024	\$24,000
Total Expenditures	\$48,000

Status

Task Force Review

Line Item ID: 412-3-0012

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 - Other

Account Number

77720

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

Pathways is an evidence based curriculum designed to support ESL students and vulnerable populations, including migrant students.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$5,000
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	\$5,000

Status

Task Force Review

Line Item ID: 412-3-0013

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 Technology Purchases

Account Number

77630

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

Educational technology (devices) purchases for students in grades 9-12 that will allow students to continue one-to-one technology use, which aids in reducing the transmission of viruses and other illnesses by reducing high touch needs of computer labs and shared devices. 20 Apple Ipads @ \$294.00 will be purchased for a total of \$5,880.00; 65 Chromebooks @ \$202.08 will be purchased @ \$202.08 for a total of \$13135.20, 65 Chrome licenses will be purchased @ \$29.78 for a total of \$1935.70; 10 Laptops for teachers to assist student will be purchased @ \$689.32 for a total of \$4992.60; 32 Laptops will be purchased for students @ \$689.32 for a total of \$22,058.24 and shipping of materials at \$120.00. The total of all items will be \$48,122.24. These purchases will be used to help student to continue one to one technology use reducing risk of transmission of the Covid-19 virus.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$20,400
Budgeted Expenditures in SFY 2024	\$20,400
Total Expenditures	<u>\$40,800</u>

Status

Task Force Review

Line Item ID: 412-3-0014

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 - Other

Account Number

77720

Function Code

2124 - Information Services

Object Code300 - PURCHASED PROFESSIONAL
AND TECHNICAL SERVICES**Allowable Use**3 - Providing principals and other
school leaders with resources to
address individual school needs.**Please describe the expenditures within the account and how they will address a COVID-19 need**

Parent square communication platform - providing a one stop source of information and assistance to parents and families on how they can effectively support students through widespread and individual communication. This communication platform will be for all students and parents, including those with and without disabilities, ESL students and other disadvantaged and disfranchised students. It is for all.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$3,600
Budgeted Expenditures in SFY 2024	\$3,600
Total Expenditures	<u>\$7,200</u>

Status

Task Force Review

Line Item ID: 412-3-0015

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 Certified Salaries

Account Number

77610

Function Code

1000 - Instruction

Object Code

320 - Professional-Education Services

Allowable Use16 - Other activities necessary to
maintain LEA operations and services
and employ existing LEA staff.**Please describe the expenditures within the account and how they will address a COVID-19 need**

Certified teachers will receive compensation for attending MTSS training outside of their contract time in the summer of 2023. This will be two days of training to help improve teacher skills that focus on behavior and social emotional learning allowing our district to more effectively address the extreme behavior and mental health issues that were created as a result of the COVID-19 pandemic. This training addresses all students those with and without disabilities, ESL students, and disadvantaged and disfranchised students. It is for all students.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$37,688
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$37,688</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 - Other

Account Number

77720

Function Code

1000 - Instruction

Object Code

644 - Textbooks

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Please describe the expenditures within the account and how they will address a COVID-19 need

Purchase curriculums to focus on learning loss caused by the COVID-19 pandemic. State assessment data, FastBridge data, classroom performance data, and overall student needs (IEPs, ILPs, 504s) will be considered when adopting curriculum. The needs of the vulnerable populations within our district will be of top priority when selecting, adopting, and implementing the curriculum. Staff will be adopting and implementing a new 7-12 ELA curriculum.

Budgeted Expenditures in SFY 2021 \$0

Budgeted Expenditures in SFY 2022 \$0

Budgeted Expenditures in SFY 2023 \$47,112

Budgeted Expenditures in SFY 2024 \$0

Total Expenditures \$47,112

Status

Task Force Review

ESSER III APPLICATION FOR D0417

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>
Morris County	17 Wood Street, Council Grove, KS 66846	17 Wood Street, Council Grove, KS 66846
<u>Superintendent Name</u>	<u>Superintendent E-mail Address</u>	<u>Superintendent Phone Number</u>
Aron Dody	adody@cgrove417.org	(620) 767-5192

Authorized Representative of the District Information

<u>Name</u>	<u>Position of Title</u>	<u>E-mail Address</u>	<u>Phone Number</u>
Mika Doornbos	Business Clerk	mdoornbos@cgrove417.org	(620) 767-5192

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.usd417.net/vimages/shared/vnews/stories/61eaace73a609/COVID-19%20Guidelines%2022-23%20Update%209-12-22.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 417 is working in conjunction with the Morris County Health Department, KSDE, KDHE, and neighboring school districts to remain informed with knowledge based guidance on the latest COVID variants and safety protocol in order for the district to operate schools in the safest manner with the best learning environment possible. Our mitigation plan is reviewed, approved, and updated as needed by our local Board of Education. The mitigation the district provides is in sync with the recommendations of our local health officials with learning conditions adjusted as the Administration and Board of Education balance safety and educational need. USD 417 has found this method of planning and partnership to be an effective tool in our ability to provide in person instruction during the 2021-22 and 2022-2023 school year. This course of safety protocol for in person instruction will be continued along with additional partnerships and new relationships as opportunities become available. USD 417 strives to continue with our success and provide each student and staff member the safest, most effective methods and models for student learning and continue with a successful 2022-2023 school year.

Stakeholder Engagement

Engaging in Meaningful Consultation with Stakeholders (Please describe the ways you meaningfully consulted with each group listed below as part of the development of the district ESSER III Plan)

Students

Student leadership organizations such as Student Council are instrumental in the planning of each school year with dedicated student engagement opportunities and activities. These students represent the student body as a whole enabling the principals and teachers the opportunities to seek input and guidance. USD 417 also has a student who is elected by their peers from the high school to serve as a student liaison to the board of education. This student liaison attends board meetings and has a seat at the table to be part of discussions and offers input from the students' perspective on appropriate topics. In addition to input from these groups, an online survey was distributed to all students in grades 7-12 within the district (approximately 340 students). There was a response rate of approximately 30% to the survey. The conversations and survey allowed the administration to see through the eyes of the students to the areas where they feel are needed and underserved. Those needs were providing additional technology for student use, expanded social and emotional learning and mental health services, additional instructional materials and resources (software and curriculum), and additional personnel for academic interventions.

Families

The stress placed upon families during the COVID-19 pandemic was very heavy. With each family unit being affected differently, USD 417 has tried to provide support to the family units and be aware of the many different situations and circumstances of the families within the district. USD 417 has established lines of communication with families via social media platforms like Facebook, Twitter, the District website, and group messaging software. Updating and maintaining those platforms allows for current district practices and policies to be available to all patrons and families. To engage with patrons and families in regards to ESSER III funds, the district distributed surveys to all family units and posted the survey on social media platforms and the district website for patrons to access as well. 152 community members and family units responded to the survey. Using a scale of 1 to 7, with one being the highest priority and 7 being the lowest priority, of the 152 responses, the following input was received:

Additional personnel support for academic interventions: 58 (38.2%) ranked it as a 1, 30 (19.7%) ranked it as a 2, 14 (9.2%) ranked it as a 3, 32 (21.1%) ranked it as a 4, 1 (.7%) ranked it as a 5, 8 (5.3%) ranked it as a 6, and 8 (5.3%) ranked it as a 7.

Additional behavioral support and interventions: 34 (22.4%) ranked it as a 1, 34 (22.4%) ranked it as a 2, 24 (15.8%) ranked it as a 3, 22 (14.5%) ranked it as a 4, 13 (8.6%) ranked it as a 5, 14 (9.2%) ranked it as a 6, and 10 (6.6%) ranked it as a 7.

Additional instructional materials and resources such as software, textbooks, curriculum, and technology: 33 (21.7%) ranked it as a 1, 25 (16.4%) ranked it as a 2, 34 (22.4%) ranked it as a 3, 25 (16.4%) ranked it as a 4, 12 (7.9%) ranked it as a 5, 7 (4.6%) ranked it as a 6, and 15 (9.9%) ranked it as a 7.

Expanded social and emotional/mental health services: 38 (25%) ranked it as a 1, 35 (23%) ranked it as a 2, 24 (15.8%) ranked it as a 3, 12 (7.9%) ranked it as a 4, 15 (9.8%) ranked it as a 5, 18 (11.8%) ranked it as a 6, and 9 (5.9%) ranked it as a 7.

Expanded school health personnel: 24 (15.8%) ranked it as a 1, 26 (17.1%) ranked it as a 2, 22 (14.5%) ranked it as a 3, 28 (18.4%) ranked it as a 4, 15 (9.8%) ranked it as a 5, 17 (11.2%) ranked it as a 6, 19 (12.5%) ranked it as a 7.

Additional summer school opportunities: 16 (10.5%) ranked it as a 1, 11 (7.2%) ranked it as a 2, 27 (17.8%) ranked it as a 3, 30 (19.7%) ranked it as a 4, 21 (13.8%) ranked it as a 5, 20 (13.2%) ranked it as a 6, and 26 (17.1%) ranked it as a 7.

School and District Administrators including Special Education Administration

USD 417 Administrative Council (Superintendent, Principals, and Directors) meet at a minimum of once a month to review and update the mitigation plan and assessment data to address the needs in each of their specific areas within the school district. The collaboration of the team is instrumental in the ESSER planning process. This team of professionals expressed a growing concern for the continued notice of learning loss to all ages of students in the areas of math and literacy. Literacy curriculum and math interventions have been or are currently being purchased as well as hiring an instructional coach to focus on these areas of concern. The ability to continue in-person, face to face learning is absolutely a priority and a complete necessity to help the students form a daily/weekly learning schedule. Keeping students and teachers on a schedule allows them to form a routine and bond with their peers allowing for safe opportunities to communicate, question, socialize, and engage in healthy social-emotional interactions. USD 417 is part of the Flint Hills Special Education Cooperative (FHSEC). We have a special education coordinator who is assigned to USD 417 and is part of our administrative council. Our special education coordinator acts as a conduit between USD 417 and the FHSEC. Locally, the special education coordinator was regularly involved in all administrative council meetings and collaboration in the ESSER planning process. Additionally, the superintendent of USD 417 serves on the Board of Directors for the FHSEC and is part of the communication and planning from a system view of the FHSEC.

Teachers, Principals, School leaders, other Educators, School Staff and their Unions

As with students, teachers and their bargaining unit and classified employees play a vital part of the planning process for each school year. The 2022-2023 school year is no different. Although the initial shock of the COVID-19 pandemic has minimized, the continuous strain on the teachers, staff, and substitutes is very real and very much an issue. Teachers and staff members were surveyed by the administration to address funding needs associated with ESSER III. Meetings with the teacher's union representatives took place to gain input from the teachers in addition to the survey. The survey results showed that additional personnel support for academic interventions and additional behavioral support and interventions were two of the top priorities. In addition, additional software/classroom budgets for spending were important. As with many school districts in Kansas, substitute teachers and staff are hard to find. The idea of providing the teachers and staff with premium retention was a top priority by all parties; the board of education, administrations, and school staff members. Premium retention pay allows the district to invest in the people that have invested their time and efforts in the district. Also, it lessens the exposure to students being faced with continual change. A retention pay schedule was developed and approved by the board of education and the teacher's union. Educational field trips, extended learning opportunities, more staff to work with students 1 on 1 or in small groups, spending additional dollars on software and supplies allows the teachers and staff to splice the gap between guided curriculum, teaching instruction, and time management have all been taken into consideration for our ESSER III plan.

Tribes

Although the district is unaware of any Tribal residents in the community, our student information system identified 11 students who identify as Native American. An individual email was sent to each family with a survey requesting input on how ESSER III funding would be of the greatest benefit to them. Of the 11 invitations, there were two responses to the survey. Of the two responses, strategies they indicated that were important to them included; additional personnel for academic interventions (smaller class sizes), additional behavioral supports, expanded social and emotional learning and mental health services, additional instructional resources, and increased summer and after school programs.

Civil Rights Organization including Disability Rights Organizations

USD 417 is a small rural school district with a total student enrollment of 742 students in grades K-12. Within our district, we do not have any civil rights or disability rights organizations. However, contact was made with the Kansas Action for Children organization and Jessica Russell provided feedback supporting programming for 3 and 4 year olds and high quality child care. She also suggested family support and nutrition, as well as retention pay for teachers and staff. Contact was made with the Disability Rights Center of Kansas and the American Civil Liberties Union of Kansas, but we have not received a response to date from these organizations. The district also contacted our local Special Education Cooperative, CrossWinds, and DCF Agencies and their representatives to determine the actions, methods, and/or suggestions needed to best meet the needs of our students. USD 417 is a member of the USD 253 Flint Hills Special Education Cooperative. The purpose of this cooperative is to support students with disabilities to ensure that each student's needs are being met. The district worked closely with our USD 253 Special Education Coordinator to acquire her input in regards to the use of the ESSER III funding. Her suggestions were focused on extended learning opportunities, customizable curriculum, and social emotional support. In visiting with our local Crosswinds contact, social emotional support ranks high on the need list. Our ESSER plan is structured based on this feedback to ensure all students in need of basic and additional support receive the needed services.

Stakeholders representing the interests of children with disabilities, English Learners, children experiencing homelessness, children in foster care, migratory students, children who are incarcerated, and other underserved students

The USD 417 administrative team seeks continual input from and collaborates with the district's Homeless Liaison, English Language Learner Coordinator, and the district's counselors and social worker which works with families and students as well as outside agencies such as CrossWinds, TFI, and our local Multi-Disciplinary Team. All professionals involved suggested additional academic support, materials, resources, trauma informed social and emotional support, and face to face learning opportunities in all grade levels. Students with disabilities were included in the student survey, as well as, as well as their families in the family survey. The USD 417 special education coordinator also visited with these students and families for input and to ensure their needs were being met. English Learners were also included in the student survey, as well as their families. The district ELL coordinator visited with students and families individually who she serves to gain their input and ensure their needs were being met. The input received from these families is in alignment with the input received from other professionals; additional academic support, materials, resources, trauma informed social and emotional support, and face to face learning opportunities in all grade levels. USD 417 does not have any incarcerated students or migratory students at this time. For children in foster care and children experiencing homelessness, a school representative reached out to each family individually to ask for their input. USD 417 currently has 1 student classified as homeless and 11 students in foster care. From the input received by the families, expanded school health office personnel and additional behavioral support and interventions were the top two priorities. Additional personnel support for academic interventions and expanded social and emotional/mental health services were also ranked as high priorities.

Provide the public the opportunity to provide input and take such input into account

Site Base Council meetings were held at all levels in all school locations. Although attendance is not in abundance, a benefit in a small community is the ability for many constituents to have an input via their board of education member and school staff members. Community members understand all students have experienced some form of disruption in their education due to COVID. In addition to listening to community members and working with community organizations, community members were also able to provide input on our ESSER III funding plan via a survey that was posted on the USD 417 social media accounts that allowed community members to provide input for our ESSER III funding plan. Community members understand the importance of in-person learning, the struggle to find substitutes, the retention of staff members, the need for additional social and emotional support, the need for additional instructional resources, and want to support the school in any way to help the students be successful. Only 10 community members responded to the survey. The breakdown of those 10 responses are as follows:

Additional personnel support for academic interventions: 2 (20%) ranked it as a 1, 4 (40%) ranked it as a 2, 1 (10%) ranked it as a 3, 2 (20%) ranked it as a 4, 0 (0%) ranked it as a 5, 0 (0%) ranked it as a 6, and 1 (10%) ranked it as a 7.

Additional behavioral support and interventions: 0 (0%) ranked it as a 1, 5 (50%) ranked it as a 2, 1 (10%) ranked it as a 3, 2 (20%) ranked it as a 4, 1 (10%) ranked it as a 5, 0 (0%) ranked it as a 6, and 1 (10%) ranked it as a 7.

Additional instructional materials and resources such as software, textbooks, curriculum, and technology: 1 (10%) ranked it as a 1, 2 (20%) ranked it as a 2, 1 (10%) ranked it as a 3, 0 (0%) ranked it as a 4, 1 (10%) ranked it as a 5, 2 (20%) ranked it as a 6, and 3 (10%) ranked it as a 7.

Expanded social and emotional/mental health services: 1 (10%) ranked it as a 1, 2 (20%) ranked it as a 2, 1 (10%) ranked it as a 3, 1 (10%) ranked it as a 4, 1 (10%) ranked it as a 5, 2 (20%) ranked it as a 6, and 2 (20%) ranked it as a 7.

Expanded school health personnel: 2 (20%) ranked it as a 1, 3 (30%) ranked it as a 2, 0 (0%) ranked it as a 3, 1 (10%) ranked it as a 4, 2 (20%) ranked it as a 5, 1 (10%) ranked it as a 6, 1 (10%) ranked it as a 7.

Additional summer school opportunities: 1 (10%) ranked it as a 1, 2 (20%) ranked it as a 2, 3 (30%) ranked it as a 3, 1 (10%) ranked it as a 4, 0 (0%) ranked it as a 5, 1 (10%) ranked it as a 6, and 2 (20%) ranked it as a 7.

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 417 was able to complete the 2021-2022 school year with fact to face learning for the entire school year. During some instances, classrooms or cohorts did face quarantine challenges and the option was always available for students to learn remotely. Staff and students made the adequate changes and followed guidelines established by our local health officials to make the year a success. Based on data from ACT and the Kansas State Assessments, the USD 417 administration has made the decision to focus the allocation of funds towards regaining academic time and learning loss that has been experienced during the adjustments made for COVID. Evaluation of learning loss continues to be the focus as administration digests testing scores and overall academic performance across all grades. ACT scores from the last three (3) years show a decline in overall district student achievement. In 2019, the state average was 21.1 with the district students average showing 21.4; in 2020, the state average was 20.4 with the district students average showing 18.4; in 2021, the state average was 19.8 with the district students average showing 19.0. Data supports a 3.0 point average decline in student scores from the 2018-19 school year to 2019-20 school year, while the state average declined by only a 0.7 point average. Comparing data from the Kansas State Assessments shows the same results when looking at data from the 2018-19, 2020-2021, and 2021-2022 school years for students scoring at Level 1. In math, district students experienced an increase from 18.9% of students scoring at Level 1 for the 2018-2019 school year, to 25.12% in 2020-2021, and 26.93% in 2021-2022. This is an increase of 8.03% of students scoring at Level 1 in math from the 2018-2019 school year to the 2021-2022 school year. In ELA, district students experienced an increase from 20.39% of students scoring at Level 1 for the 2018-2019 school year to 23.07% in the 2020-2021 school year, and it increased to 33.25% of students scoring at Level 1 for the 2021-2022 school year in ELA. This is an increase of 12.86% of students scoring at Level 1 in ELA from the 2018-2019 school year to the 2021-2022 school year. This has given cause and focus for additional learning opportunities and instruction to help address the learning loss.

How the LEA will use the funds it reserves under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year? (Provide specific references to evidence-based interventions that meet one of the four tiers of evidence, as defined in Sec. 8101(21) of ESEA)

USD 417 has hired additional elementary instructors to provide direct instruction in grades K-6 as well as hired an instructional coach for grades K-12 to address the learning loss students have experienced due to COVID. Starting with the summer of 2022, the district organized and offered a summer learning program for students in grades 7-12 for additional tutoring and credit recovery to address the learning loss/gap experienced for students in these grades during COVID. For students in grades K-6, after school programs have been offered to provide additional tutoring time for students in these grade levels. All of these programs will continue during the summer of 2023 and beyond. Updated ELA curriculum and textbooks were purchased for all students in grades K-5 during the 2021-2022 school year. The new ELA curriculum focuses on the science of reading research and the promotion of literacy and growth within each grade level. New ELA curriculum will be purchased for grades 6-12 during the 2022-2023 school year. New math interventions are also being piloted and purchased during the 2022-2023 school year. The new math interventions will focus on effective/repetitive ways of building math skills combining mental discipline, logical reasoning, problem solving, and rigor. Data will be tracked by district and state level assessments to ensure the ESSER III funding as implemented is having a positive short-term and long-term affect on all students and staff regardless of their abilities or positions within the edistrict. Staff retention pay has been implemented to show support, retention, and appreciation to all staff members for their extra efforts and dedication during COVID.

How the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act?

USD 417 will continue to assess the needs of each student especially those students who have been disproportionately impacted by the COVID-19 pandemic. The district will address social emotional and mental health needs along with bridging the learning loss due to lost instructional time. Ongoing monitoring, conversations, and adjustments will be the primary focus of insuring all students achieve to the greatest of their abilities.

How the LEA will ensure that the interventions it implements, including but not limited to the interventions under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time, will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students disproportionately impacted by the COVID–19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students.

USD 417 has developed our ESSER III funding plan collaboratively with all groups of key stakeholders in our schools (teachers, staff, students, and administration), and communities including our Special Education Cooperative, KSDE, KDHE, Morris County Health Department, and KASB. The success of our plan continues to rely on partnerships and input from health care partners to implement and enact strategies to maintain face to face instruction and student safety. Additional staff, social emotional tools, and continued mitigation strategies all are beneficial to maintaining a healthy and safe learning environment. It is most important to the district that all students succeed in accordance with their interests and abilities within the classroom and extra curricular activities, and within the communities they live. It is the responsibility of the school district to provide a knowledge based foundation, to educate and prepare students for the world both during COVID and post COVID, and use ESSER III funding to bridge any gap associated with learning loss due to the COVID related challenges.

Allocations

	Direct Allocation	True Up Allocation	Total Allocation		20% Minimum
ESSER III Allocations	\$1,178,947	\$0	\$1,178,947	ESSER III Allocations	\$235,790
Approved Total	\$0	\$0	\$0	Approved Total	\$0
Amount Left	\$1,178,947	\$0	\$1,178,947	Amount Still Needed	\$235,790
In Review Total	\$1,178,947	\$0	\$1,178,947	In Review Total	\$371,896
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
417-3-0001	Direct	True	1000	110	12	\$228,000	Task Force Review
417-3-0002	Direct	True	1000	220	12	\$54,310	Task Force Review
417-3-0003	Direct	True	1000	200	12	\$38,500	Task Force Review
417-3-0004	Direct	True	1000	120	12	\$18,000	Task Force Review
417-3-0005	Direct	False	2210	110	1A	\$105,500	Task Force Review
417-3-0006	Direct	False	2210	220	1A	\$8,100	Task Force Review
417-3-0007	Direct	False	2210	200	1A	\$13,000	Task Force Review
417-3-0008	Direct	False	2590	120	1A	\$98,000	Task Force Review
417-3-0009	Direct	False	2590	220	1A	\$7,500	Task Force Review
417-3-0010	Direct	False	2500	200	1A	\$15,000	Task Force Review
417-3-0011	Direct	False	1000	115	1A	\$8,652	Task Force Review
417-3-0012	Direct	False	1000	100	1A	\$359,400	Task Force Review
417-3-0013	Direct	False	1000	600	12	\$67,604	Task Force Review
417-3-0014	Direct	False	1000	736	1A	\$59,645	Task Force Review
417-3-0015	Direct	False	1000	300	11A	\$28,800	Task Force Review
417-3-0016	Direct	False	1000	300	8	\$31,800	Task Force Review
417-3-0017	Direct	False	2400	300	3	\$4,050	Task Force Review
417-3-0018	Direct	True	1000	110	12	\$8,446	Task Force Review
417-3-0019	Direct	True	1000	600	12	\$24,640	Task Force Review

Line Item Details

Line Item ID: 417-3-0001

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

Licensed Salaries

Account Number

87-1000-110

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

Three additional certified teachers at the elementary level to provide smaller class sizes allowing for more intervention time with direct instruction in smaller groups. These additional certified teachers will allow for more targeted intervention groups with students who have a greater need due to the learning loss experienced during the pandemic.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$100,000
Budgeted Expenditures in SFY 2023	\$128,000
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$228,000</u>

Status

Task Force Review

Line Item ID: 417-3-0002

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

Payroll Taxes (FICA, Unemployment)

Account Number

87-1000-220

Function Code

1000 - Instruction

Object Code

220 - Social Security Contributions

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Please describe the expenditures within the account and how they will address a COVID-19 need

Payroll taxes for all salaries dedicated to instruction (licensed and classified - includes retention stipend) for additional staff members hired to address the learning loss experienced during the pandemic.

Budgeted Expenditures in SFY 2021	\$17,810
Budgeted Expenditures in SFY 2022	\$23,500
Budgeted Expenditures in SFY 2023	\$13,000
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$54,310</u>

Status

Task Force Review

Line Item ID: 417-3-0003

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

Fringe Benefits for Instructional Positions

Account Number

87-1000-210

Function Code

1000 - Instruction

Object Code

200 - EMPLOYEE BENEFITS

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Please describe the expenditures within the account and how they will address a COVID-19 need

Fringe benefits associated with personnel dedicated to instruction (licensed & classified) - Health, dental, 403b for additional staff members hired to address the learning loss experienced during the pandemic.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$17,500
Budgeted Expenditures in SFY 2023	\$21,000
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$38,500</u>

Status

Task Force Review

Line Item ID: 417-3-0004

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

Non Licensed Salaries

Account Number

87-1000-120

Function Code

1000 - Instruction

Object Code

120 - Regular Non-Certified Salaries

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Please describe the expenditures within the account and how they will address a COVID-19 need

These two non-certified aides will provide additional academic support at Council Grove Junior Senior High School and Prairie Heights Elementary School to students who have showed a decrease according to State Assessment Scores, ACT Scores, or building level/classroom driven data in any academic content area due to learning loss experienced during the pandemic.

Budgeted Expenditures in SFY 2021	\$6,000
Budgeted Expenditures in SFY 2022	\$6,000
Budgeted Expenditures in SFY 2023	\$6,000
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$18,000</u>

Status

Task Force Review

Line Item ID: 417-3-0005

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

District Instructional Coach

Account Number

87-2210-110

Function Code

2210 - Improvement of Instruction Services

Object Code

110 - Regular Certified Salaries

Allowable Use

1A - Any activity authorized by the Elementary and Secondary Education Act of 1965.

Please describe the expenditures within the account and how they will address a COVID-19 need

The certified instructional coach will provide district wide instructional services and support to all USD 417 certified teachers. This individual will work with teachers to provide support with necessary curriculum, tools and training to provide interventions, and use data to address areas of need/concern in addressing the learning loss students experienced during the pandemic.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$52,000
Budgeted Expenditures in SFY 2023	\$53,500
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$105,500</u>

Status

Task Force Review

Line Item ID: 417-3-0006

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 Coach Payroll Taxes

Account Number

87-2210-220

Function Code

2210 - Improvement of Instruction Services

Object Code

220 - Social Security Contributions

Allowable Use

1A - Any activity authorized by the Elementary and Secondary Education Act of 1965.

Please describe the expenditures within the account and how they will address a COVID-19 need

Payroll Taxes for Instructional Coach Position

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$4,000
Budgeted Expenditures in SFY 2023	\$4,100
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$8,100</u>

Status

Task Force Review

Line Item ID: 417-3-0007

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

Fringe Benefits for Instructional Coach

Account Number

87-2210-210

Function Code

2210 - Improvement of Instruction Services

Object Code

200 - EMPLOYEE BENEFITS

Allowable Use

1A - Any activity authorized by the Elementary and Secondary Education Act of 1965.

Please describe the expenditures within the account and how they will address a COVID-19 need

Fringe benefits for instructional coach (health, dental, 403b)

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$6,000**Budgeted Expenditures in SFY 2023** \$7,000**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$13,000**Status**

Task Force Review

Line Item ID: 417-3-0008

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

Assistant Technology Director Salary

Account Number

87-2580-120

Function Code

2590 - Central Services

Object Code

120 - Regular Non-Certified Salaries

Allowable Use

1A - Any activity authorized by the Elementary and Secondary Education Act of 1965.

Please describe the expenditures within the account and how they will address a COVID-19 need

This position was created in 2021 to act as a liaison between the technology department and the classroom teachers to providing technical support and appropriate training on instructional resources and curriculum to help support teachers in the classroom to address the learning loss of students due to COVID. This position works with the district instructional coach to provide professional development to staff with instructional software and technology related resources to better meet the needs of students who experienced learning loss during the pandemic.

Budgeted Expenditures in SFY 2021 \$9,000**Budgeted Expenditures in SFY 2022** \$47,000**Budgeted Expenditures in SFY 2023** \$42,000**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$98,000**Status**

Task Force Review

Line Item ID: 417-3-0009

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

Assistant Technology Director Payroll Taxes

Account Number

87-2580-220

Function Code

2590 - Central Services

Object Code

220 - Social Security Contributions

Allowable Use

1A - Any activity authorized by the Elementary and Secondary Education Act of 1965.

Please describe the expenditures within the account and how they will address a COVID-19 need

Assistant Technology Director Payroll Taxes (FICA, Unemployment)

Budgeted Expenditures in SFY 2021	\$700
Budgeted Expenditures in SFY 2022	\$3,600
Budgeted Expenditures in SFY 2023	\$3,200
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$7,500</u>

Status

Task Force Review

Line Item ID: 417-3-0010

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

Assistant Technology Director Fringe Benefits

Account Number

87-2580-200

Function Code

2500 - Central Services

Object Code

200 - EMPLOYEE BENEFITS

Allowable Use

1A - Any activity authorized by the Elementary and Secondary Education Act of 1965.

Please describe the expenditures within the account and how they will address a COVID-19 need

Assistant Technology Director Fringe Benefits (health, dental, 403b)

Budgeted Expenditures in SFY 2021	\$2,000
Budgeted Expenditures in SFY 2022	\$6,000
Budgeted Expenditures in SFY 2023	\$7,000
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$15,000</u>

Status

Task Force Review

Line Item ID: 417-3-0011

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 NameLong Term/Full Time Substitute
Teachers**Account Number**

87-1000-115

Function Code

1000 - Instruction

Object Code115 - Temporary Certified Substitutes'
Salaries for Certified Staff**Allowable Use**1A - Any activity authorized by the
Elementary and Secondary Education
Act of 1965.**Please describe the expenditures within the account and how they will address a COVID-19 need**

These funds were used to hire a dedicated substitute in order to provide a means to insure the availability for coverage in some classrooms to help ensure there were fewer classrooms without a qualified adult providing quality instruction due to the high rate of regular teachers and instructional staff being sick or quarantined due to COVID.

Budgeted Expenditures in SFY 2021	\$8,652
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$0
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$8,652</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

Retention Pay

Account Number

87-1000-100

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

Funds allocated for staff retention pay will be utilized to provide additional salary to all USD 417 staff expecting a competitive and supportive salary to ensure longevity to the students and district helping to bridge the continuous learning gap that is easily increased by staffing changes. In the initial distribution, each employee received a note from the Superintendent acknowledging each employee's dedication to the district. The employee union was included in these discussions and recognized the opportunities this included. Each employee has and will receive their retention pay based on the schedule listed below.

Retention Pay#1 will be paid to all USD 417 and Flint Hills Special Education Cooperative employees in December, 2021. All current USD 417 employees and Flint Hills Special Education Cooperative Employees who are regularly assigned to work in USD 417 will receive \$100 in December 2021.

Retention Bonus #2 paid to USD 417 employees based on the following longevity of employment schedule:

If you were employed as of March 31, 2020, you will receive \$1500 in May 2022

If you were employed as of August 31, 2020, you will receive \$1000 in May 2022

If you were employed as of January 31, 2021, you will receive \$750 in May 2022

If you were employed as of August 31, 2021, you will receive \$500 in May 2022

If you were employed as of January 31, 2022, you will receive \$250 in May 2022

Retention Bonus #3 paid to USD 417 employees based on the following longevity of employment schedule:

If you were employed as of August 31, 2021, you will receive \$500 in December 2022

If you were employed as of January 31, 2022, you will receive \$375 in December 2022

If you were employed as of August 31, 2022, you will receive \$250 in December 2022

Retention Bonus #4 will be paid to USD 417 employees based on the following longevity of employment schedule:

If you were employed as of August 31, 2021, you will receive \$500 in May 2023

If you were employed as of January 31, 2022, you will receive \$375 in May 2023

If you were employed as of August 31, 2022, you will receive \$250 in May 2023

If you were employed as of January 31, 2023, you will receive \$250 in May 2023

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$209,400
Budgeted Expenditures in SFY 2023	\$150,000
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$359,400</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

Instructional Resources

Account Number

87-1000-735

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

COVID learning loss has caused many adjustments in curriculum and resources such as textbooks, classroom supplies - manipulatives, and software. These funds will be expended on resources for resources that have components that have research based interventions to target deficits in ELA and math caused by learning loss during pandemic. Additional resources that contain digital components allowing for easier access for students to engage remotely when sick or quarantined. New ELA resources for grades K-3 such as Superkids Reading Program was purchased to provide better evidence based interventions to address learning loss. Read Live was another evidenced based resource purchased for all grade levels in ELA. Collections was purchased for digital access for ELA in 6th and 9th grades. Imagine Learning was purchased for graders 6-12 to provide digital libraries. Frog Street's digital bundle was purchased for our Pre-K curriculum. The Journeys online curriculum subscription was purchased for grades K-6. For math, funds were used to purchase online instructional resources such as Happy Numbers for elementary grade levels. The Eureka Math digital suite was also purchased for all elementary grade levels. Get More Math was purchased as an online instructional resources for grades 7-12. A multiple year screening subscription for FastBridge to monitor reading, math, and behavior/SEL progressions over a three year period to develop a data plan rooted in tiered instructional support for all grades K-12 was also purchased.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$43,955
Budgeted Expenditures in SFY 2023	\$23,649
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$67,604</u>

Status

Task Force Review

Line Item ID: 417-3-0014

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 NameTechnology Instructional Equipment
(Smartboards)**Account Number**

87-1000-736

Function Code

1000 - Instruction

Object Code736 - Computers and Related
Equipment (Including Software if
bought as a package)**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**

Purchase of additional technology for classrooms to provide interactive smart boards that will help with instructional interventions with hands-on, adaptive activities. Smart boards also allowed for students who had to learn remotely, due to being sick or quarantined, better access to classroom content and live instruction. A total quantity of 30 smartboards were purchased at \$1,988.11 each.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$59,645
Budgeted Expenditures in SFY 2023	\$0
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$59,645</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: 417-3-0015

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

Additional Learning Opportunities

Account Number

87-1000-300

Function Code

1000 - Instruction

Object Code300 - PURCHASED PROFESSIONAL
AND TECHNICAL 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**

The COVID-19 Pandemic made it clear that parents, guardians, and families would need as much assistance as possible to support the development and earliest stages of learning for their children. As such, we plan to partner with and provide an early learning program, like Parents as Teachers (PAT), to provide practical and timely information, resources, and strategies to all families, including single, first-time, and expectant parents. Doing so will help to ensure that every parent has the tools they need to help their children develop in the best possible way during their early years, especially given that this potentially vulnerable group is one of the first post-pandemic cohorts of early learners.

Budgeted Expenditures in SFY 2021	\$7,200
Budgeted Expenditures in SFY 2022	\$7,200
Budgeted Expenditures in SFY 2023	\$7,200
Budgeted Expenditures in SFY 2024	\$7,200
Total Expenditures	<u>\$28,800</u>

Status

Task Force Review

Line Item ID: 417-3-0016

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

School Improvement Services (SIS)

Account Number

87-1000-300

Function Code

1000 - Instruction

Object Code300 - 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

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 and support for professional development topics and areas of emphasis including, but not limited to, strategies to support and assist struggling readers, mentoring for new-to-the-profession teachers, high impact instructional strategies for teachers, data analysis of student performance and next steps, and ways to utilize data to drive instructional decision making that supports all learners. Some specific examples of professional development staff members receive are the Advanced Literacy Leader Cadre, the Literacy Leader Cadre, Fastbridge Collaboration Group, Fluency: beyond measuring speed, How to Have Anxiety without Anxiety Having You, Integrate and Sense Make with Elementary Science, iPad Apps for Educators, Early Childhood Summer Academy, Visible Learning for Mathematics: Deep Learning, Visible Learning for Mathematics: Transfer Learning and Making Mathematics Learning Visible, Classroom Management: Relationship Building, Classroom Management: Relationship Building Series 2, LETRS, and Teacher Mentoring.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$10,600
Budgeted Expenditures in SFY 2023	\$10,600
Budgeted Expenditures in SFY 2024	\$10,600
Total Expenditures	<u>\$31,800</u>

Status

Task Force Review

Line Item ID: 417-3-0017

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

Administrative Services Resources

Account Number

87-2400-300

Function Code

2400 - Support Services (School Administration)

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

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.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$1,350
Budgeted Expenditures in SFY 2023	\$1,350
Budgeted Expenditures in SFY 2024	\$1,350
Total Expenditures	<u>\$4,050</u>

Status

Task Force Review

Line Item ID: 417-3-0018

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

Instructional Aide

Account Number

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

This expense was used to hire a licensed educator to assist in the 1st grade classroom during the second semester at PHES as they were a large class and their diagnostic testing data showed significant learning loss due to the pandemic. This licensed educator assisted the classroom teacher with targeted interventions, team teaching, individual instruction, and small group instruction to help address the learning loss caused by the pandemic.

Budgeted Expenditures in SFY 2021	\$8,446
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$0
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$8,446</u>

Status

Task Force Review

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

Instructional Resources

Account Number

87-1000-735

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

\$24,650 was used to purchase specific programs to be used for targeted grades with identified students who experienced learning loss due to the pandemic. These programs include; Happy Numbers (\$5,075.00) for targeted students in grades K-3 at CGES and PHES. HD Word Foundations Classroom (\$2,698.00) for students in grades 2-5 at CGES with targeted learning loss in word linguistics due to the pandemic. HD Word (\$1,276.40) for students in grades 7-12 at CGJSHS with targeted learning loss in word linguistics due to the pandemic. IXL (\$11,340) was purchased to work with targeted students in grades K-8 that had identified learning loss in mathematics due to the pandemic. Get More Math (\$4,250) was purchased to work with targeted students at CGJSHS that had identified learning loss in mathematics due to the pandemic.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$21,740
Budgeted Expenditures in SFY 2023	\$2,900
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$24,640</u>

Status

Task Force Review

ESSER III APPLICATION FOR D0428

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>
Great Bend	201 S. Patton Road, Great Bend, KS 675304613	201 S. Patton Road, Great Bend, KS 675304613
<u>Superintendent Name</u>	<u>Superintendent E-mail Address</u>	<u>Superintendent Phone Number</u>
Khris Thexton	khris.thexton@usd428.net	(620) 793-1500

Authorized Representative of the District Information

<u>Name</u>	<u>Position of Title</u>	<u>E-mail Address</u>	<u>Phone Number</u>
Khris Thexton	Superintendent	khris.thexton@usd428.net	(620) 793-1500

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.greatbendschools.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?

We have hired an additional nurse. This provides a nurse or nurse's aide in each school building everyday. They will continue to support testing, communicating with parents and staff regarding health issues, and check symptoms. USD 428 will continue to follow the COVID-19 Response Plan which includes prevention and mitigation strategies. The plan is posted on the USD 428 website and is updated regularly. Healthy classrooms and buildings, targeted health precautions, safe learning spaces, staff and student health monitoring, quarantine/exclusion from school, communication and information-sharing systems, and healthy activities are addressed in the COVID-19 Response Plan. USD 428 will continue to maintain quality air filtration at all school district buildings.

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 Group Meetings - Building leaders met with student groups at both the middle school and the high school, 53 students present.
- Superintendent's Focus Group at the high school was used to collect student feedback from a targeted and representative group of students, 12 students representative of 9-12th grade participated.
- Family-School Partnership Unity Nights - 42 Students and families were engaged in monthly meetings where conversations and input about ESSER III spending plans were gathered.
- Less than 2% of online survey responses were from students.

Students' responses on how ESSER funds should be spent include:

- Students want to be on-site and not learning remotely - spend funds on initiatives that keep students on-site safely.
- Students want to participate in after-school activities with their peers for both academic enrichment and social/emotional development - spend funds on afterschool programs, summer school, tutoring opportunities, Unity Nights, and staff to support these initiatives.

Student Comments/Observations: Students expressed how the pandemic caused stress and worry about their future. They missed being with their friends. Students had mixed feelings about working remotely; some preferred it and others did not.

Families

Feedback was gathered via an online survey to parents, the community, and stakeholders. Invitations were sent to families via email (93% delivered) and text (44% delivered).

There were 514 responses received.

54% - Parents

45% - Staff

Less than 2% of online responses represented student and community members

Family responses on how ESSER funds should be spent include:

- Encourage family engagement activities both inside and outside the school setting - spend funds on Unity Nights and activities that engage families in school and academics.
- Strengthen communication between schools and families - add a Family Engagement/Academic Support Coordinator to each building to provide consistent and thorough communication to families and coordinate after-school and summer-school academic programs.
- Offer summer school for all students so that they can work on their academic and social skills.
- Offer after-school programming so that students can work on their academic and social skills.
- Work to return to a sense of normalcy with athletics, music events, and school-sponsored activities.
- Invest in parental support in student learning. Educate parents on ways they can support their students with academics and behavior - spend funds on Unity Nights that engage families.
- Limit the use of electronics. Encourage more hands-on and paper/pencil work.

Feedback Methods: Families were engaged in a variety of opportunities for in-person feedback, including

- School-Family Partnership Unity Nights which were hosted monthly by each building, 42 family units participated and provided feedback.
- Multicultural Family Engagement Nights which invite all USD 428 families but primarily serve our Spanish-speaking population and English Learners, average attendance is 25 families.
- Quarterly Site Council Meetings were held by each building and by the district, and feedback was collected from 84 representatives comprised of community members, parents, and staff.

Family Comments/Observations:

- During the pandemic, students had too much screen time and not enough interaction with others. They had no time/place to practice interpersonal and social skills presenting kids with major deficits.
- Families lived with high anxiety for over two years and had trouble re-regulating themselves to a higher tolerance for stress. COVID caused unpredictable situations which are a challenge to manage.
- Students are academically behind; those who were already behind are even further behind. During remote learning, parents lacked the efficacy to help students.
- The effects of showing so much grace (which was a good thing) to the students during the pandemic have caused students to lack motivation and not rise to expectations that were in place prior to the pandemic.
- Families are concerned with the mental state of students with their social interactions being limited. It now takes less time for a student to be dysregulated.
- Student attendance dropped because of actual COVID illness, student apathy, and families taking advantage of pandemic protocols.
- The impact of having multiple students in a family go virtual was a struggle and parents felt that they were not that successful in helping their kids.
- During remote learning, it was a struggle to get students to participate in remote learning, and then it was even more difficult once schools returned to in-person.
- Continue to have an understanding and grace that the students missed out a lot on bonding with other students and it will take some time to return to the way it was prior to the pandemic.

School and District Administrators including Special Education Administration

The USD 428 Administrative team meets regularly to review the needs of students and staff. The team members include school, district, and special education administration. The consensus of the administration is that the pandemic had an adverse effect on the academics and social well-being of all our students. Student socialization, behavior, attendance, enjoyment in learning, stress on teachers, lack of enrichment, and speech communication have been negatively impacted by the pandemic. The administration suggests the following in developing the ESSER III plan:

- Open preschools in every elementary school to intervene earlier with student learning and behavior.
- Provide on-demand information and resources for parents and families that focus on academics and social emotional well-being.
- Promote activities for families to do locally that are not costly.
- Hire more staff to work with students.
- Offer parent classes.
- Provide an Alternative Learning Center for both regular and special education students that struggle being in a regular school setting.
- Restructure space in buildings to accommodate smaller groups of students for interventions.
- Offer before and after school tutoring for students.
- Provide summer learning opportunities for students.
- Consider a retention bonus for all staff.

Teachers, Principals, School leaders, other Educators, School Staff and their Unions

All USD 428 staff received a survey to gauge their thoughts and suggestions regarding the impact of the pandemic on our schools. Members of the local teacher union also gave a survey. In addition, instructional coaches and members of the District Leadership team provided in-person input at the February DLT meeting. The findings from the meaningful conversations with teachers, principals, school leaders, educators, school staff and their unions are synthesized in the content below.

- High school students who were remote fell further behind in their credits. When they returned to in-person learning, they struggled and ended up going full-time in the ILC or CBL.
- Young children learn speech by looking at faces and how the mouth makes the sounds. Wearing masks has been detrimental in developing speech and language concepts. Isolation from others has caused a lag in oral communication and caused separation anxiety.
- Student behaviors are a concern. The lack of respect from student to staff is at an all-time high. Students came to us with trauma before COVID and now almost all students have some sort of trauma because of COVID - directly or indirectly.
- The inconsistency of school has led to students thinking their homework isn't important, they don't NEED to turn in assignments, and zeros are fine.
- Pandemic affected students by increasing absences and anxiety. The lag in learning is evident. It has affected school in not only the way we conduct our classes but in the expectation level.
- Academically, there are gaps in students' knowledge. More time is spent assessing prior knowledge then trying to fill in gaps.
- Students are having difficulty finding motivation. They come to school tired and unprepared. They are lacking the ability to express their emotions as well as the ability to communicate with peers and adults.
- Student club/activity involvement has dropped immensely from having no activities during 2020-2021 school year.
- In the last two years, we have seen an increase in student mental health issues - suicide ideation, depression, anxiety, suicide attempts, and increased drug use.
- There is stress on staff when they need to help cover rooms and not knowing each day if that was going to happen. This and other effects of the pandemic have caused teacher burnout.
- Students and families still fear getting sick or keep students at home due to symptoms that may be more allergies (excuse to stay home).

Items to consider in developing the ESSER III plan include the following:

- Address learning loss by providing summer school and other after school extended learning opportunities.
- Provide a stipend for all staff. Reward them for all the extra effort, time, preparation, flexibility and lengths they have gone through to meet the needs of students in the pandemic.
- Consider using a portion of the funds to complete social emotional professional development district wide.
- Make mental health services like counseling available at school.
- Use funds to bring back the LIFE program and help families in need.
- Provide outdoor tables/covers for all schools for students to work outside and get fresh air and sunshine.
- Offer attendance education for parents. We have a large number of students who are truant.
- See administration on all levels walking through our buildings; it provides a feeling that staff are seen and heard.
- Ensure that students have access to brain breaks, mindfulness, and afternoon recess.

Tribes

Although the district is unaware of any Tribal residents in our community, we do have eight students who identify as Native American in our school information system.

USD 428 reached out to the families of the eight students identified and found one family had marked the incorrect ethnicity box and does not identify as Native American. The feedback received from the remaining families was that the Unity program, the After School Program, and summer school would be beneficial for their students. One parent specifically shared that a tutoring program for her child would be helpful.

Civil Rights Organization including Disability Rights Organizations

USD 428 reached out to local Civil Rights Organizations including Disability Rights Organizations to gather their input on how to prioritize the use of funds with an online ESSER III Funding Survey.

- We engaged Sunflower Diversified Services and Rosewood Services, both of which are advocates for disability rights and are contracted with the state to provide case management services to adults and children in Barton County who have developmental delays or disabilities. After conversations with these entities, they were asked to respond to the Community Funding Survey to provide feedback on the use of our ESSER III funds.
- We engaged the members of Central Kansas Partnership to provide feedback on our ESSER III plans via our online ESSER III Funding Survey. This group consists of members from public and private sector organizations that serve families and youth in our community. Members include the Children’s Service League, Juvenile Justice Service, Barton County Health Department, The Center for Counseling and Consultation, the Great Bend Recreation Commission, and others.

Feedback:

Stakeholders who completed the survey identified themselves as PRK-12 parents and community members. The survey results indicate consideration for the following:

- 85.7% of respondents support additional behavioral supports and interventions.
- 57.1% of respondents support summer learning programs, after-school tutoring programs, and expanded social/emotional learning and mental health services.
- 42.9% of respondents support offering more teacher professional development to support teacher growth and facilities upgrades that support student health needs.
- Respondents were asked what to prioritize and invest in. The top suggestions were to provide additional behavioral support/interventions and expand social/emotional learning and mental health services.

Stakeholders representing the interests of children with disabilities, English Learners, children experiencing homelessness, children in foster care, migratory students, children who are incarcerated, and other underserved students

USD 428 has worked closely with students and representatives of the subgroup populations in developing the ESSER III plan. Response rates/attendance estimates are provided where applicable in the categories listed below.

> ESSER III Funding Online Survey - Feedback was gathered via an online survey to parents, the community, and stakeholders. 514 responses were received.

54% - Parents

45% - Staff

Less than 2% of online responses represented student and community responses

In-person feedback gathered from these stakeholder subgroups:

10 stakeholders representing special education

11 stakeholders representing children in foster care, experiencing homelessness, and other underserved students

31 stakeholders representing migratory students

8 stakeholders representing English Learners

Feedback from Other Stakeholder Groups:

> Mental Health Coalition (Comprised of 12 Community Members) - USD 428 administrators and counselors facilitate a reoccurring meeting comprised of counselors and mental health providers that serve our school community. This public/private partnership provides valuable feedback for services provided both inside and outside our school buildings. Members of this group have provided in-person feedback that has been taken into consideration and is part of our ESSER III plan.

> Multicultural Family Engagement Nights (Regularly attended by 25 parents/family units) - This quarterly meeting, hosted in Spanish and English, provides a comfortable environment for families to receive information and provide feedback. The meeting hosted on March 31, 2022 provided families with specific information about ESSER III funding and provided an in-person opportunity for feedback that has been taken into consideration and is part of our ESSER III plan. 8 responses

> Focus Groups - We conducted focus group conversations that included Special Education, teachers, counselors, parents who represent English Learners, families experiencing homelessness, children in foster care, foster care advocates, Migrant families, representatives of children who are incarcerated, foster care advocates, and other underserved students.

Feedback:

The biggest concern from this group is their students' attendance. They struggle to motivate students to get to school and they are asking for strategies and help. Many feel that their students' grades dropped during remote learning due to all the distractions at home. Parents of students with health conditions have been hesitant to send their students to school. The social and emotional well-being of students is a major concern for many stakeholders. The stakeholders in this group suggest providing summer learning opportunities and more mental health services in schools.

Provide the public the opportunity to provide input and take such input into account

Feedback was gathered via an online survey to parents, the community, and stakeholders.

514 responses were received.

54% - Parents

45% - Staff

Less than 2% of online responses represented student and community responses

In-person presentations and

> District Site Council - In February of 2022, the district hosted a District Site Council meeting on the specific topic of ESSER III funding for the purposes of gathering in-person feedback from parents, school staff, and community members.

> Community Presentations - District administrators presented to the following civic groups in the last calendar year, providing transparent information about federal funding and inviting the community to provide feedback - Lions Club (25 community members), Kiwanis Club (15 community members), Great Bend Chamber of Commerce (30 community members), Optimist Club (10 community members).

> Email Invitations - Invitations to complete the district's ESSER III Funding Survey were provided to members of Central Kansas Partnership (representing 22 organizations, receiving 7 responses).

Feedback:

- During the pandemic parents were not allowed into the school buildings nor able to attend many school events. This caused a set-back in parent involvement in their student's education.
- Because of the pandemic, students lack motivation for possible future occupations due to the lack of field trips and other experiences.
- An effect of the pandemic is the lack of substitutes which in turn causes a disruption in routines and learning.
- Parents are sensing that teachers are stressed due to catching students up on missed learning.
- Mental health interventions provided in the school setting were interrupted during the shutdown which an aftermath is that student behaviors and SEL needs are a challenge.
- Teachers are seeing more speech delays possibly attributed to masks and not being able to "see" correct ways to form sounds and hear sounds.
- Teacher stress on student achievement on the state assessments due to students not being in school.
- Parents are concerned with the amount of screen time.

Items to consider in developing the ESSER III plan include the following;

- Continue with family engagement activities.
- Work on student self-confidence and social interactions.
- Support the mental health of students and teachers.
- Look into the Zero Reasons Why program.

Use of Funds for Learning Loss Set Aside and The Rest of The Allocation

Please briefly describe the impacts of COVID-19 on the district and its Pre-K through 12 students, including any relevant data where possible (e.g., cost impact, learning loss, emotional impact on students). If there has been a disproportionate impact on a special population in the district (e.g., students with disabilities, English Learners, students in foster care, students in poverty, etc.), please describe the impact and provide the number of Pre-K through 12 students in that population.

COVID-19 had an impact on student achievement. The Math Kansas State Assessment data shows a decrease in student achievement in all groups. The number of students who scored in Levels 3 & 4 dropped from 32% pre-COVID to 25% in Spring 2022. The SPED and Free/Reduced subgroups showed a steady decrease in the number of students scoring in Levels 3 & 4. According to the Reading KSA results 29% of all students performed in Levels 3 & 4 on the pre-COVID 2019 assessment. That percentage decreased to 21% in Spring 2021 but then improved to 26% in Spring 2022. The SPED and EL subgroups indicate the greatest impact with a significant increase in the number of students performing in Levels 1 & 2. The KELPA proficiency achievement decreased from 82 students pre-COVID to only 45 students in spring 2022. The greatest impact was in the decrease from 21 secondary students earning proficiency pre-COVID to zero in spring 2022. The number of Reading Benchmark students performing in Tier I prior to the pandemic was 60%. The percentage dropped to 51% in Fall 2020 but has steadily increased to 54% in Fall 2022. We are not yet at pre-COVID achievement percentages. The number of SPED students performing in Tier III has steadily increased to 67%. The achievement of English Learners has remained steady in all grades except 8th and 9th grade. The percentage of students in Tier III has increased by 50%. Our present day 3rd and 4th grade students were K-1 students during the shutdown. Their reading achievement dropped significantly. Even though they are making continuous progress, they are still achieving below their pre-COVID levels. The pandemic had a negative impact on math student achievement as measured by the Fastbridge Math Benchmark assessment. However, after the initial drop the students have made continuous improvement and are now performing higher than pre-COVID levels.

COVID-19 impacted student attendance. The district Chronic Absenteeism Rate increased 5% for all students and each subgroup from pre to post-COVID. All students in grades 7-8 showed up to a 50% increase. The EL subgroup doubled in seven grade levels and tripled in two. The absenteeism rate for the Hispanic subgroup show a significant increase in grades 6-7-8. Students in the Free/Reduced subgroup showed 15%-25% increase in students grades 7-10.

The social emotional well-being of students has been impacted as measured by the Fastbridge SAEBRS assessment. The number of students who show Some or High risk has steadily increased from 338 students in 2020 to 420 students in 2022. Students in the secondary grades show the most increase in Some and High risks.

Student discipline is on the increase since COVID-19. The K-12 discipline data shows a significant increase in the number of disrespect/disobedient behavior offenses. Pre-COVID numbers were averaging around 100 offenses/year. The 2020-21 number of offenses is 198 with an increase to 325 for the 2021-22 school year. K-2 student behavior and discipline data is a great concern. Since the pandemic, the number of discipline offenses has increased from 41 a year to 334 for just the Fall 2022 semester.

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)

Information on the activities addressing the academic impact of lost instructional time are included under each applicable expense line item.

How the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act?

ESSER III funds will be utilized to continue to address needs arising due to COVID-19. Plans include (1) purchasing several software licenses that accommodate enhanced communication between students and teachers, (2) hiring additional substitutes to cover absences due to illness, (3) covering emergency substitute license fees, (4) hiring an additional nurse to serve the district in response to an increased nursing demand, (5) acquiring an employee assistance program with the purpose of providing mental health support to employees, (6) providing non-certified employees an incentive for retention as the district continues to face staffing shortages as a result of COVID-19, and (7) expanding our preschool programs to accommodate for more three and four year olds not otherwise receiving pre-kindergarten education.

How the LEA will ensure that the interventions it implements, including but not limited to the interventions under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time, will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students disproportionately impacted by the COVID-19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students.

The ongoing use of benchmark assessments track our students in their math and reading growth and their social emotional needs. We will use these measures as well as attendance, referral/disciplinary rates, class grades and graduation rate at the high school level. The impact of ESSER III allocations on learning loss will be determined by following the quantitative data provided by local (Fastbridge) and state (KSA) assessments. Qualitative data provided by the Family Engagement Coordinators, families, teachers, and community stakeholders will be used to determine impact as well. The interventions in this ESSER III plan should help our district recover from the challenges resulting from the pandemic. As a result of these interventions, we believe our students will catch up, keep up and emerge from this crisis stronger and more resilient.

Allocations

	Direct Allocation	True Up Allocation	Total Allocation		20% Minimum
ESSER III Allocations	\$5,972,365	\$0	\$5,972,365	ESSER III Allocations	\$1,194,473
Approved Total	\$0	\$0	\$0	Approved Total	\$0
Amount Left	\$5,972,365	\$0	\$5,972,365	Amount Still Needed	\$1,194,473
In Review Total	\$3,791,868	\$0	\$3,791,868	In Review Total	\$1,388,648
Amount Left	\$2,180,497	\$0	\$2,180,497	Amount Still Needed	\$0

Line Items

ID	Allocation Type	Learning Loss	Function Code	Object Code	Allowable Use	Total Expenditures	Status
428-3-0001	Direct	True	1000	110	11B	\$80,000	Task Force Review
428-3-0002	Direct	True	1000	120	11B	\$40,000	Task Force Review
428-3-0003	Direct	True	1000	220	11B	\$9,180	Task Force Review
428-3-0004	Direct	True	1000	260	11B	\$120	Task Force Review
428-3-0005	Direct	True	1000	113	11A	\$300,000	Task Force Review
428-3-0006	Direct	True	1000	122	11A	\$240,000	Task Force Review
428-3-0007	Direct	True	1000	220	11A	\$41,310	Task Force Review
428-3-0008	Direct	True	1000	260	11A	\$540	Task Force Review
428-3-0009	Direct	True	1000	113	11A	\$80,000	Task Force Review
428-3-0010	Direct	True	1000	122	11A	\$120,000	Task Force Review
428-3-0011	Direct	True	1000	220	11A	\$15,300	Task Force Review
428-3-0012	Direct	True	1000	260	11A	\$200	Task Force Review
428-3-0013	Direct	False	1000	500	10	\$170,000	Task Force Review
428-3-0014	Direct	False	1000	500	16	\$5,000	Task Force Review
428-3-0015	Direct	False	1000	735	9	\$80,000	Task Force Review
428-3-0016	Direct	False	2134	110	5	\$84,000	Task Force Review
428-3-0017	Direct	False	2134	220	5	\$6,426	Task Force Review
428-3-0018	Direct	False	2134	260	5	\$84	Task Force Review
428-3-0019	Direct	True	2200	100	1A	\$205,000	Task Force Review
428-3-0020	Direct	True	2200	220	11A	\$15,684	Task Force Review
428-3-0021	Direct	True	2200	260	11A	\$206	Task Force Review
428-3-0022	Direct	False	2200	500	10	\$19,300	Task Force Review
428-3-0023	Direct	False	2200	600	11A	\$40,000	Task Force Review
428-3-0024	Direct	True	2200	110	12	\$188,600	Task Force Review
428-3-0025	Direct	True	2200	220	12	\$14,428	Task Force Review
428-3-0026	Direct	True	2200	260	12	\$190	Task Force Review
428-3-0027	Direct	True	2200	590	12	\$37,890	Task Force Review
428-3-0028	Direct	False	2200	500	12	\$91,450	Task Force Review
428-3-0029	Direct	False	2900	120	16	\$1,164,800	Task Force Review
428-3-0030	Direct	False	2900	220	16	\$89,108	Task Force Review

428-3-0031	Direct	False	2900	260	16	\$1,166	Task Force Review
428-3-0032	Direct	False	1000	151	16	\$400,000	Task Force Review
428-3-0033	Direct	False	1000	220	16	\$30,600	Task Force Review
428-3-0034	Direct	False	1000	260	16	\$400	Task Force Review
428-3-0036	Direct	False	2200	100	11A	\$205,000	Task Force Review
428-3-0037	Direct	False	2200	220	11A	\$15,682	Task Force Review
428-3-0038	Direct	False	2200	260	11A	\$204	Task Force Review

Line Item Details

Line Item ID: 428-3-0001

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

After School Certified Salaries

Account Number

89 E 1000 110 0500 000

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

An after-school program was implemented to aid in learning loss caused by school closure during the COVID-19 pandemic. Approximately 55 employees will be paid \$20.00/hour for 36 hours (24 days, 1.5 hours each day) for 2022-2023 and 2023-2024 programs.

Learning Loss Information:

The USD 428 ESSER III plan provides for additional learning opportunities through an elementary extended school day intervention to address learning loss due to COVID-19. The afterschool program focuses on targeted and explicit instruction in math and reading in order to remediate and promote skill building. Supports for students' social emotional needs are also addressed. The program is open to all students but priority is given to students disproportionately impacted by learning loss due to COVID-19. The district reading and math achievement demonstrates an academic deficit in Reading and Math. Forty-five (45%) in Reading and forty-eight (48%) in Math are performing in Tier 2 and 3 on the Fastbridge Assessment. Seventy-four (73%) of English Learners and seventy-six (76%) of Special Education students are performing at Level 1 on the Kansas State Assessment. The ESSER III stakeholder survey results encourages the district to provide such an intervention to address not only learning loss but the emotional and social needs of students. The goal is to provide the opportunity for students to catch up, keep up and emerge from this crisis strong, resilient and hopeful.

Afterschool programming is an authorized use of ESSER III allocations. It is considered a Tier 1 evidence-based intervention. The expected outcomes for this intervention is an improvement in student and reading and math achievement as measured by state and local assessments. A decrease in the number of students rated as High Risk on the SAEBRS Fastbridge social emotional assessment is also expected. Research shows that high quality afterschool programs help to close the achievement gap and improve academic performance. They also boost school attendance and decrease the likelihood of students dropping out of school.

What does the research say about afterschool? After School Alliance. (n.d.). Retrieved from https://afterschoolalliance.org/documents/What_Does_the_Research_Say_About_Afterschool.pdf

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$40,000
Budgeted Expenditures in SFY 2024	\$40,000
Total Expenditures	\$80,000

Status

Task Force Review

Line Item Comment from KSDE

Allocation Type

Direct Allocation

Is 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 Non-Certified Salaries

Account Number

89 E 1000 120 0500 000

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

An after-school program was implemented to aid in learning loss caused by school closure during the COVID-19 pandemic. Approximately 30 employees will be paid \$18.00/hour for 36 hours (24 days, 1.5 hours each day) for 2022-2023 and 2023-2024 programs.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$20,000
Budgeted Expenditures in SFY 2024	\$20,000
Total Expenditures	<u>\$40,000</u>

Status

Task Force Review

Line Item ID: 428-3-0003

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 - Employer's Share (After School)

Account Number

89 E 1000 220 0500 000

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

An after-school program was implemented to aid in learning loss caused by school closure during the COVID-19 pandemic.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$4,590
Budgeted Expenditures in SFY 2024	\$4,590
Total Expenditures	<u>\$9,180</u>

Status

Task Force Review

Line Item ID: 428-3-0004

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

Unemployment (After School)

Account Number

89 E 1000 260 0500 000

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

An after-school program was implemented to aid in learning loss caused by school closure during the COVID-19 pandemic.

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$60**Budgeted Expenditures in SFY 2024** \$60**Total Expenditures** \$120**Status**

Task Force Review

Line Item ID: 428-3-0005

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 Certified Salaries

Account Number

89 E 1000 113 0500 000

Function Code

1000 - Instruction

Object Code

113 - Part-Time Certified Salaries

Allowable Use

11A - Planning and implementing summer learning or enrichment programs.

Please describe the expenditures within the account and how they will address a COVID-19 need

The summer school program will assist students by addressing learning loss caused by school closure during the COVID-19 pandemic. Approximately 125 employees will be paid \$20.00/hour for 60 hours (15 days, 4 hours each day) for Summer 2023 and for Summer 2024 programs.

Learning Loss Information:

The USD 428 ESSER III plan strives to provide additional learning opportunities through an elementary summer school intervention to address learning loss. Components of the program address reading and math learning loss, as well as supports for students' social emotional needs. The interventions and activities designed promote students' background knowledge, vocabulary, STEM, careers, health, and physical activity. The summer school program is open to all students but priority is given to students disproportionately impacted by learning loss due to COVID-19. We find that the students from low-income families, children with disabilities, ELL students, ethnic minorities, homeless students and students in foster care predominantly make up the number of students who attend summer school. The district reading and math achievement demonstrates an academic deficit in Reading and Math. Forty-five (45%) in Reading and forty-eight (48%) in Math are performing in Tier 2 and 3 on the Fastbridge Assessment. Seventy-four (73%) of English Learners and seventy-six (76%) of Special Education students are performing at Level 1 on the Kansas State Assessment. The ESSER III stakeholder survey results encourages the district to provide such an intervention to address not only learning loss but the emotional and social needs of students. The goal is to provide the opportunity for students to catch up, keep up and emerge from this crisis strong, resilient and hopeful.

Summer school programming is an authorized use of ESSER III allocations. It is considered a Tier 1 evidence-based intervention. The expected outcomes for this intervention is an improvement in student and reading and math achievement as measured by state and local assessments. A decrease in the number of students rated as High Risk on the SAEBRS Fastbridge social emotional assessment is also expected. Research studies indicate that well-designed summer programs can improve students' educational outcomes and close the achievement gap for students who have been disproportionately impacted by the COVID-19 pandemic; students from low-income families, students of color, English Learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students.

Regional Educational Laboratory Program (REL). (n.d.). Regional Educational Laboratory Program (REL): Ask A rel. Institute of Education Sciences (IES) Home Page, a part of the U.S. Department of Education retrieved from https://ies.ed.gov/ncee/edLabs/regions/midatlantic/askarel_135.asp

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$150,000
Budgeted Expenditures in SFY 2024	\$150,000
Total Expenditures	\$300,000

Status

Task Force Review

Allocation Type

Direct Allocation

Is 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 Non-Certified Salaries

Account Number

89 E 1000 122 0500 000

Function Code

1000 - Instruction

Object Code

122 - Part-Time Non-Certified Salaries

Allowable Use

11A - Planning and implementing summer learning or enrichment programs.

Please describe the expenditures within the account and how they will address a COVID-19 need

The summer school program will assist students by addressing learning loss caused by school closure during the COVID-19 pandemic. Approximately 110 employees will be paid \$18.00/hour for 60 hours (15 days, 4 hours each day) for Summer 2023 and for Summer 2024 programs.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$120,000
Budgeted Expenditures in SFY 2024	\$120,000
Total Expenditures	<u>\$240,000</u>

Status

Task Force Review

Line Item ID: 428-3-0007

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

FICA - Employer's Share (Summer School)

Account Number

89 E 1000 220 0500 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

The summer school program will assist students by addressing learning loss caused by school closure during the COVID-19 pandemic.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$20,655
Budgeted Expenditures in SFY 2024	\$20,655
Total Expenditures	<u>\$41,310</u>

Status

Task Force Review

Line Item ID: 428-3-0008

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

Unemployment (Summer School)

Account Number

89 E 1000 260 0500 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

The summer school program will assist students by addressing learning loss caused by school closure during the COVID-19 pandemic.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$270
Budgeted Expenditures in SFY 2024	\$270
Total Expenditures	<u>\$540</u>

Status

Task Force Review

Line Item ID: 428-3-0009

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

Summer School Enrichment Certified Salaries

Account Number

89 E 1000 114 0500 000

Function Code

1000 - Instruction

Object Code

113 - Part-Time Certified Salaries

Allowable Use

11A - Planning and implementing summer learning or enrichment programs.

Please describe the expenditures within the account and how they will address a COVID-19 need

An extended summer school program will be implemented to address social and emotional impacts of the COVID-19 pandemic. Approximately 33 employees will be paid \$20.00/hour for 60 hours (15 days, 4 hours each day) for Summer 2023 and for Summer 2024 programs.

Learning Loss Information:

The USD 428 ESSER III plan strives to provide additional learning opportunities through an elementary summer school intervention to address learning loss. Components of the program address reading and math learning loss, as well as supports for students' social emotional needs. The interventions and activities designed promote students' background knowledge, vocabulary, STEM, careers, health, and physical activity. The summer school program is open to all students but priority is given to students disproportionately impacted by learning loss due to COVID-19. We find that the students from low-income families, children with disabilities, ELL students, ethnic minorities, homeless students and students in foster care predominantly make up the number of students who attend summer school. The district reading and math achievement demonstrates an academic deficit in Reading and Math. Forty-five (45%) in Reading and forty-eight (48%) in Math are performing in Tier 2 and 3 on the Fastbridge Assessment. Seventy-four (73%) of English Learners and seventy-six (76%) of Special Education students are performing at Level 1 on the Kansas State Assessment. The ESSER III stakeholder survey results encourages the district to provide such an intervention to address not only learning loss but the emotional and social needs of students. The goal is to provide the opportunity for students to catch up, keep up and emerge from this crisis strong, resilient and hopeful.

Summer school programming is an authorized use of ESSER III allocations. It is considered a Tier 1 evidence-based intervention. The expected outcomes for this intervention is an improvement in student and reading and math achievement as measured by state and local assessments. A decrease in the number of students rated as High Risk on the SAEBRS Fastbridge social emotional assessment is also expected. Research studies indicate that well-designed summer programs can improve students' educational outcomes and close the achievement gap for students who have been disproportionately impacted by the COVID-19 pandemic; students from low-income families, students of color, English Learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students.

Regional Educational Laboratory Program (REL). (n.d.). Regional Educational Laboratory Program (REL): Ask A rel. Institute of Education Sciences (IES) Home Page, a part of the U.S. Department of Education retrieved from https://ies.ed.gov/ncee/edLabs/regions/midatlantic/askarel_135.asp

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$40,000
Budgeted Expenditures in SFY 2024	\$40,000
Total Expenditures	\$80,000

Status

Task Force Review

Allocation Type

Direct Allocation

Is 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 Enrichment Non-Certified Salaries

Account Number

89 E 1000 123 0500 000

Function Code

1000 - Instruction

Object Code

122 - Part-Time Non-Certified Salaries

Allowable Use

11A - Planning and implementing summer learning or enrichment programs.

Please describe the expenditures within the account and how they will address a COVID-19 need

An extended summer school program will be implemented to address social and emotional impacts of the COVID-19 pandemic. Approximately 55 employees will be paid \$18.00/hour for 60 hours (15 days, 4 hours each day) for Summer 2023 and for Summer 2024 programs.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$60,000
Budgeted Expenditures in SFY 2024	\$60,000
Total Expenditures	<u>\$120,000</u>

Status

Task Force Review

Line Item ID: 428-3-0011

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

FICA - Employer's Share (Summer School Enrichment)

Account Number

89 E 1000 220 0500 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

An extended summer school program will be implemented to address social and emotional impacts of the COVID-19 pandemic. Approximately 33 employees will be paid \$20.00/hour and 55 employees at \$18.00/hour for 60 hours (15 days, 4 hours each day) for Summer 2023 and for Summer 2024 programs.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$7,650
Budgeted Expenditures in SFY 2024	\$7,650
Total Expenditures	<u>\$15,300</u>

Status

Task Force Review

Line Item ID: 428-3-0012

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 NameUnemployment (Summer School
Enrichment)**Account Number**

89 E 1000 260 0500 000

Function Code

1000 - Instruction

Object Code

260 - Unemployment Compensation

Allowable Use11A - Planning and implementing
summer learning or enrichment
programs.**Please describe the expenditures within the account and how they will address a COVID-19 need**

An extended summer school program will be implemented to address social and emotional impacts of the COVID-19 pandemic.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$100
Budgeted Expenditures in SFY 2024	\$100
Total Expenditures	<u>\$200</u>

Status

Task Force Review

Line Item ID: 428-3-0013

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

Other Purchased Services (Training)

Account Number

89 E 1000 500 0500 000

Function Code

1000 - Instruction

Object Code

500 - OTHER PURCHASED 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

Training materials and meals will be provided for additional training focused on addressing mental health and emotional needs of students during and following the pandemic.

Learning Loss Information:

Using the data from the stakeholder surveys on the impact of COVID-19, student discipline/social-emotional data, and attendance data we were compelled to implement the Capturing Kids Hearts program. Capturing Kids Hearts is a district-wide program to address social emotional and mental health needs. It is based upon the social-cognitive learning approach. Implementation of this process changes the culture through the development of healthy relationships and establishes clear behavioral expectations school-wide. Research shows that schools implementing Capturing Kids Hearts produced increases in student protective factors (student acquisition of pro-social skills) and decreases in student risk factors (negative behaviors such as discipline referrals). Research also notes that students are more likely to engage in healthy behaviors and succeed academically when they feel connected to school.

The implementation of Capturing Kids Hearts addresses the needs of all students but the outcomes show that students who experience delays in social emotional learning and trauma benefit the most. COVID-19 has had a significant impact on students who were already experiencing trauma and behavioral issues prior to the pandemic. The Capturing Kids Heart intervention is a Tier 1 evidence-based intervention. The expected outcomes for this intervention is an improvement in student protective factors and decrease in behavior referrals. The LEA will measure effectiveness by monitoring student attendance and discipline data, as well as, data from the Fastbridge SAEBRS social-emotional assessment.

O'Malley, M., & Angela Amarillas. (n.d.). What works brief #4: School connectedness Meagan O'Malley, Angela Amarillas. WestEd. from <https://www.wested.org/resources/what-works-brief-4-school-connectedness/>

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$85,000
Budgeted Expenditures in SFY 2024	\$85,000
Total Expenditures	<u>\$170,000</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

Other Purchased Services

Account Number

89 E 1000 500 0500 000

Function Code

1000 - Instruction

Object Code

500 - OTHER PURCHASED 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

Additional substitutes have been needed to cover absences due to illness and quarantine restrictions. The district is covering emergency substitute license fees to address the need.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$5,000
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	\$5,000

Status

Task Force Review

Line Item ID: 428-3-0015

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

Other Purchased Services (Software)

Account Number

89 E 1000 735 0500 000

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

Several software licenses, including SchoolMessenger, Padlet, Kami, and Dreambox, will be renewed to accommodate enhanced communication between students and teachers.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$40,000
Budgeted Expenditures in SFY 2024	\$40,000
Total Expenditures	\$80,000

Status

Task Force Review

Line Item ID: 428-3-0016

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

Nurse Salaries

Account Number

89 E 2134 110 0530 000

Function Code

2134 - Nursing Services

Object Code

110 - Regular 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

An additional nurse has been hired to serve the district in response to increased demand due to the pandemic.

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$42,000**Budgeted Expenditures in SFY 2024** \$42,000**Total Expenditures** \$84,000**Status**

Task Force Review

Line Item ID: 428-3-0017

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 - Employer's Share (Nurse)

Account Number

89 E 2134 220 0530 000

Function Code

2134 - Nursing Services

Object Code

220 - Social Security Contributions

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

An additional nurse has been hired to serve the district in response to increased demand due to the pandemic.

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$3,213**Budgeted Expenditures in SFY 2024** \$3,213**Total Expenditures** \$6,426**Status**

Task Force Review

Line Item ID: 428-3-0018

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

Unemployment (Nurse)

Account Number

89 E 2134 260 0530 000

Function Code

2134 - Nursing Services

Object Code

260 - Unemployment Compensation

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

An additional nurse has been hired to serve the district in response to increased demand due to the pandemic.

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$42**Budgeted Expenditures in SFY 2024** \$42**Total Expenditures** \$84**Status**

Task Force Review

Line Item ID: 428-3-0019

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

Academic Support Coordinator Wages

Account Number

89 E 2200 100 0500 000

Function Code

2200 - Support Services (Instructional Staff)

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

Academic Support Coordinators

Seven positions, with one staff member assigned in each building, will be added to address additional student needs due to the pandemic, focusing on opportunities to address learning loss post-pandemic.

Position components:

- > Coordinate After School Programs to provide academic support and reduce learning loss.
- > Coordinate Summer School Programs to provide academic support for students, reduce learning loss, and engage students in positive social-emotional learning.

After-school programs and summer school programs require concise organization between families and school staff. These coordinators work with instructional coaches and classroom teachers in their building to identify students who have experienced academic and/or social-emotional learning loss. They direct all coordination including schedule planning, staffing, family communication, supervision, daily operations, and continual monitoring of the program.

Coordinate After School Program:

The USD 428 ESSER III plan provides for additional learning opportunities through an elementary extended school day intervention to address learning loss due to COVID-19. The afterschool program focuses on targeted and explicit instruction in math and reading in order to remediate and promote skill building. Support for students' social-emotional needs is also addressed. The program is open to all students but priority is given to students disproportionately impacted by learning loss due to COVID-19. The district's reading and math achievement demonstrate an academic deficit in Reading and Math. Forty-five (45%) in Reading and forty-eight (48%) in Math are performing in Tier 2 and 3 on the Fastbridge Assessment. Seventy-four (73%) of English Learners and seventy-six (76%) of Special Education students are performing at Level 1 on the Kansas State Assessment. The ESSER III stakeholder survey results encourage the district to provide such an intervention to address not only learning loss but the emotional and social needs of students. The goal is to provide the opportunity for students to catch up, keep up and emerge from this crisis strong, resilient, and hopeful.

Afterschool programming is an authorized use of ESSER III allocations. It is considered a Tier 1 evidence-based intervention. The expected outcome of this intervention is an improvement in student reading and math achievement as measured by state and local assessments. A decrease in the number of students rated as High Risk on the SAEBRS Fastbridge social-emotional assessment is also expected. Research shows that high-quality afterschool programs help to close the achievement gap and improve academic performance. They also boost school attendance and decrease the likelihood of students dropping out of school.

Coordinate Summer School Program:

The USD 428 ESSER III plan strives to provide additional learning opportunities through an elementary summer school intervention to address learning loss. Components of the program address reading and math learning loss, as well as support for students' social-emotional needs. The interventions and activities are designed to promote students' background knowledge, vocabulary, STEM, careers, health, and physical activity. The summer school program is open to all students but priority is given to students disproportionately impacted by learning loss due to COVID-19. We find that students from low-income families, children with disabilities, ELL students, ethnic minorities, homeless students, and students in foster care predominantly make up the number of students who attend summer school. The district's reading and math achievement demonstrate an academic deficit in Reading and Math. Forty-five (45%) in Reading and forty-eight (48%) in Math are performing in Tier 2 and 3 on the Fastbridge Assessment. Seventy-four (73%) of English Learners and seventy-six (76%) of Special Education students are performing at Level 1 on the Kansas State Assessment. The ESSER III stakeholder survey results encourage the district to provide such an intervention to address not only learning loss but the emotional and social needs of students. The goal is to provide the opportunity for students to catch up, keep up and emerge from this crisis strong, resilient, and hopeful.

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Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$102,500
Budgeted Expenditures in SFY 2024	\$102,500
Total Expenditures	<u>\$205,000</u>

Status

Task Force Review

Line Item ID: 428-3-0020

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

FICA (Academic Support Coordinators)

Account Number

89 E 2200 220 0500 000

Function Code

2200 - Support Services (Instructional Staff)

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

Academic Support Coordinators

Seven positions, with one staff member assigned in each building, will be added to address additional student needs due to the pandemic, focusing on opportunities to address learning loss post-pandemic.

Position components:

- > Coordinate After School Programs to provide academic support and reduce learning loss.
- > Coordinate Summer School Programs to provide academic support for students, reduce learning loss, and engage students in positive social-emotional learning.

After-school programs and summer school programs require concise organization between families and school staff. These coordinators work with instructional coaches and classroom teachers in their building to identify students who have experienced academic and/or social-emotional learning loss. They direct all coordination including schedule planning, staffing, family communication, supervision, daily operations, and continual monitoring of the program.

Coordinate After School Program:

The USD 428 ESSER III plan provides for additional learning opportunities through an elementary extended school day intervention to address learning loss due to COVID-19. The afterschool program focuses on targeted and explicit instruction in math and reading in order to remediate and promote skill building. Support for students' social-emotional needs is also addressed. The program is open to all students but priority is given to students disproportionately impacted by learning loss due to COVID-19. The district's reading and math achievement demonstrate an academic deficit in Reading and Math. Forty-five (45%) in Reading and forty-eight (48%) in Math are performing in Tier 2 and 3 on the Fastbridge Assessment. Seventy-four (73%) of English Learners and seventy-six (76%) of Special Education students are performing at Level 1 on the Kansas State Assessment. The ESSER III stakeholder survey results encourage the district to provide such an intervention to address not only learning loss but the emotional and social needs of students. The goal is to provide the opportunity for students to catch up, keep up and emerge from this crisis strong, resilient, and hopeful.

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Coordinate Summer School Program:

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Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$7,842
Budgeted Expenditures in SFY 2024	\$7,842
Total Expenditures	<u>\$15,684</u>

Status

Task Force Review

Line Item ID: 428-3-0021

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

Unemployment (Academic Support Coordinators)

Account Number

89 E 2200 260 0500 000

Function Code

2200 - Support Services (Instructional Staff)

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

Academic Support Coordinators

Seven positions, with one staff member assigned in each building, will be added to address additional student needs due to the pandemic, focusing on opportunities to address learning loss post-pandemic.

Position components:

- > Coordinate After School Programs to provide academic support and reduce learning loss.
- > Coordinate Summer School Programs to provide academic support for students, reduce learning loss, and engage students in positive social-emotional learning.

After-school programs and summer school programs require concise organization between families and school staff. These coordinators work with instructional coaches and classroom teachers in their building to identify students who have experienced academic and/or social-emotional learning loss. They direct all coordination including schedule planning, staffing, family communication, supervision, daily operations, and continual monitoring of the program.

Coordinate After School Program:

The USD 428 ESSER III plan provides for additional learning opportunities through an elementary extended school day intervention to address learning loss due to COVID-19. The afterschool program focuses on targeted and explicit instruction in math and reading in order to remediate and promote skill building. Support for students' social-emotional needs is also addressed. The program is open to all students but priority is given to students disproportionately impacted by learning loss due to COVID-19. The district's reading and math achievement demonstrate an academic deficit in Reading and Math. Forty-five (45%) in Reading and forty-eight (48%) in Math are performing in Tier 2 and 3 on the Fastbridge Assessment. Seventy-four (73%) of English Learners and seventy-six (76%) of Special Education students are performing at Level 1 on the Kansas State Assessment. The ESSER III stakeholder survey results encourage the district to provide such an intervention to address not only learning loss but the emotional and social needs of students. The goal is to provide the opportunity for students to catch up, keep up and emerge from this crisis strong, resilient, and hopeful.

Afterschool programming is an authorized use of ESSER III allocations. It is considered a Tier 1 evidence-based intervention. The expected outcome of this intervention is an improvement in student reading and math achievement as measured by state and local assessments. A decrease in the number of students rated as High Risk on the SAEBRS Fastbridge social-emotional assessment is also expected. Research shows that high-quality afterschool programs help to close the achievement gap and improve academic performance. They also boost school attendance and decrease the likelihood of students dropping out of school.

Coordinate Summer School Program:

The USD 428 ESSER III plan strives to provide additional learning opportunities through an elementary summer school intervention to address learning loss. Components of the program address reading and math learning loss, as well as support for students' social-emotional needs. The interventions and activities are designed to promote students' background knowledge, vocabulary, STEM, careers, health, and physical activity. The summer school program is open to all students but priority is given to students disproportionately impacted by learning loss due to COVID-19. We find that students from low-income families, children with disabilities, ELL students, ethnic minorities, homeless students, and students in foster care predominantly make up the number of students who attend summer school. The district's reading and math achievement demonstrate an academic deficit in Reading and Math. Forty-five (45%) in Reading and forty-eight (48%) in Math are performing in Tier 2 and 3 on the Fastbridge Assessment. Seventy-four (73%) of English Learners and seventy-six (76%) of Special Education students are performing at Level 1 on the Kansas State Assessment. The ESSER III stakeholder survey results encourage the district to provide such an intervention to address not only learning loss but the emotional and social needs of students. The goal is to provide the opportunity for students to catch up, keep up and emerge from this crisis strong, resilient, and hopeful.

Summer school programming is an authorized use of ESSER III allocations. It is considered a Tier 1 evidence-based intervention. The expected outcome of this intervention is an improvement in student reading and math achievement as measured by state and local assessments. A decrease in the number of students rated as High Risk on the SAEBRS Fastbridge social-emotional assessment is also expected. Research studies indicate that well-designed summer programs can improve students' educational outcomes and close the achievement gap for students who have been disproportionately impacted by the COVID-19 pandemic; students from low-income families, students of color, English Learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$103
Budgeted Expenditures in SFY 2024	\$103
Total Expenditures	<u>\$206</u>

Status

Task Force Review

Line Item ID: 428-3-0022

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

Other Purchased Services

Account Number

89 E 2200 500 0500 000

Function Code

2200 - Support Services (Instructional Staff)

Object Code

500 - OTHER PURCHASED 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

Addition of an employee assistance program with the purpose of providing mental health support to employees.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$9,650
Budgeted Expenditures in SFY 2024	\$9,650
Total Expenditures	<u>\$19,300</u>

Status

Task Force Review

Line Item ID: 428-3-0023

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

Unity Supplies

Account Number

89 E 2200 600 0500 000

Function Code

2200 - Support Services (Instructional Staff)

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

A new program has been implemented to address additional student needs due to the pandemic, focusing on engagement of families and support. These funds will be used for supplies for program meetings.

Learning Loss Information:

Unity is our parent engagement program modeled after the Literacy Integrated Family Engagement (LIFE) and Family and Schools Together (FAST) programs formally organized by the Kansas Reading Roadmap (KRR). Family Engagement Coordinators work with targeted families from each school to create connections that deepen parent-child relationships and strengthen parent-school partnerships. These students are students of families that are rated as at risk on the SAEBRS Social-Emotional screening, students of families referred as at-risk because families have struggled to get their students to school due to the impact of COVID, and students whose parents have reached out asking for support in helping their children adapt back to a school environment. Students who do not attend school do not learn.

- Families invited to attend these events have been most impacted by Covid-19. Targeted families include the low SES, SPED, and English Language Learners' subgroups.
- This intervention addresses learning loss because it empowers parents to support their students in their attendance and participation in school, strengthens parent-school partnerships because school staff and parents collaborate in being responsive to students' needs which in turn helps them to be successful in the school setting. Students who attend school have higher academic achievement.
- The student achievement data impacted includes benchmarking data, state assessment data, and student attendance data. Students are anticipated to improve their student achievement by participation in the Unity program. Students who attend school and have parents who support their learning have higher student achievement.
- This intervention fund will be used for supplies for the implementation of the program and meetings. Specific supplies being purchased include Family Engagement teaching materials, supplies needed for projects and lessons, parenting books, parenting resources, and incentives.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$20,000
Budgeted Expenditures in SFY 2024	\$20,000
Total Expenditures	<u>\$40,000</u>

Status

Task Force Review

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

LETRS Certified Salaries

Account Number

89 E 2200 110 0500 000

Function Code

2200 - Support Services (Instructional Staff)

Object Code

110 - Regular Certified Salaries

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Please describe the expenditures within the account and how they will address a COVID-19 need

LETRS - Completion Stipend (46 @ \$1,600 each), Hourly Work (4 days x 6 hours x \$18.75 grossed up x 46 people)

Learning Loss Information:

The LETRS initiative is based on 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

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 428 plans 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 regular or 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 428 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 and college credit for Structured Literacy I and II. Assessment data indicates that students who were in the primary grades during the shutdown, as well as EL and SPED students, were most impacted in regards to their reading achievement. The LETRS intervention will support not only these students most impacted, but will support all students.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$94,300
Budgeted Expenditures in SFY 2024	\$94,300
Total Expenditures	<u>\$188,600</u>

Status

Task Force Review

Line Item ID: 428-3-0025

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

FICA - Employer's Share (LETTRS)

Account Number

89 E 2200 220 0500 000

Function Code

2200 - Support Services (Instructional Staff)

Object Code

220 - Social Security Contributions

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Please describe the expenditures within the account and how they will address a COVID-19 need

LETTRS - Completion Stipend (46 @ \$1,600 each), Hourly Work (4 days x 6 hours x \$18.75 grossed up x 46 people)

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$7,214**Budgeted Expenditures in SFY 2024** \$7,214**Total Expenditures** \$14,428**Status**

Task Force Review

Line Item ID: 428-3-0026

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

Unemployment (LETTRS)

Account Number

89 E 2200 260 0500 000

Function Code

2200 - Support Services (Instructional Staff)

Object Code

260 - Unemployment Compensation

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Please describe the expenditures within the account and how they will address a COVID-19 need

LETTRS - Completion Stipend (46 @ \$1,600 each), Hourly Work (4 days x 6 hours x \$18.75 grossed up x 46 people)

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$95**Budgeted Expenditures in SFY 2024** \$95**Total Expenditures** \$190**Status**

Task Force Review

Line Item ID: 428-3-0027

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

LETRS Course Fees

Account Number

89 E 2200 590 0500 000

Function Code

2200 - Support Services (Instructional Staff)

Object Code

590 - Inter-educational, Interagency Purchased Services

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Please describe the expenditures within the account and how they will address a COVID-19 need

LETRS - Credit Hours (46 @ \$240 each) and LETRS fee (17 @ \$465 each for grades 4-12)

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$18,945**Budgeted Expenditures in SFY 2024** \$18,945**Total Expenditures** \$37,890**Status**

Task Force Review

Line Item ID: 428-3-0028

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

Other Purchased Services

Account Number

89 E 2200 500 0500 000

Function Code

2200 - Support Services (Instructional Staff)

Object Code

500 - OTHER PURCHASED SERVICES

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Please describe the expenditures within the account and how they will address a COVID-19 need

PAPER chat-based tutoring service

Learning Loss Information:

The USD 428 ESSER III plan strives to address 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 by providing a tutoring platform called PAPER, as well as, provide information and assistance to parents and families on how they can effectively support students. According to the ESSER III stakeholder data and student achievement data, students benefit from having on-demand tutoring access both in and out of the school setting. Parents ask for resources on how they can help their students with their school work. PAPER is a tutoring platform that does both. It also addresses equity in that all students have access in their home language, on subjects that are targeted for their needs, and at times that are convenient for them. PAPER access is provided to students in grades 5-12.

The PAPER platform provides for one-on-one tutoring by trained and vetted teachers, Ph.D. candidates, and college students. This intervention is a Tier 1 evidence-based intervention. Research indicates that tutoring programs yield consistent and substantial positive impacts on learning outcomes. The expected outcomes from the PAPER implementation is an improvement in student achievement as measured by local and state assessments. We also anticipate an increase in parent engagement with student learning. We have already had many positive responses from parents of low-income and English Learner students on how pleased they are to have access to the PAPER resource so they can help their students with their school work.

Nickow, A., Oreopoulos, P., & Quan, V. (2020). The impressive effects of tutoring on pre-12 learning: A systematic review and meta-analysis of the experimental evidence. <https://doi.org/10.3386/w27476>

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$91,450
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$91,450</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

Non-Certified Retention Wages

Account Number

89 E 2900 120 0500 000

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

Non-certified employees will be paid an additional hourly rate as an incentive for retention as the district continues to face staffing shortages as a result of COVID-19. (Approximately 400 employees at \$0.70 per hour based on 2,080 hours worked annually)

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$582,400
Budgeted Expenditures in SFY 2024	\$582,400
Total Expenditures	<u>\$1,164,800</u>

Status

Task Force Review

Line Item ID: 428-3-0030

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 - Employer's Share (Non-Certified Retention)

Account Number

89 E 2900 220 0500 000

Function Code

2900 - Other Support Services (would include room and board for Special Education students)

Object Code

220 - Social Security Contributions

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Please describe the expenditures within the account and how they will address a COVID-19 need

Non-certified employees will be paid an additional hourly rate as an incentive for retention as the district continues to face staffing shortages as a result of COVID-19. (Approximately 400 employees at \$0.70 per hour based on 2,080 hours worked annually)

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$44,554
Budgeted Expenditures in SFY 2024	\$44,554
Total Expenditures	<u>\$89,108</u>

Status

Task Force Review

Line Item ID: 428-3-0031

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

Unemployment (Non-Certified Retention)

Account Number

89 E 2900 260 0500 000

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

Non-certified employees will be paid an additional hourly rate as an incentive for retention as the district continues to face staffing shortages as a result of COVID-19. (Approximately 400 employees at \$0.70 per hour based on 2,080 hours worked annually; portion covered by ESSER II)

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$583
Budgeted Expenditures in SFY 2024	\$583
Total Expenditures	<u>\$1,166</u>

Status

Task Force Review

Line Item ID: 428-3-0032

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

Certified Retention Payments

Account Number

89 E 1000 151 0500 000

Function Code

1000 - Instruction

Object Code

151 - Additional compensation paid to teachers

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Please describe the expenditures within the account and how they will address a COVID-19 need

Retention payments will be paid to teachers who are continuing employment with the district as staff shortages continue as a result of the COVID-19 pandemic. Payments are estimated at \$1,500 per certified employee for 267 employees with payment to be made in August 2023.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$0
Budgeted Expenditures in SFY 2024	\$400,000
Total Expenditures	<u>\$400,000</u>

Status

Task Force Review

Line Item ID: 428-3-0033

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

FICA - Employer's Share (Certified Retention)

Account Number

89 E 1000 220 0500 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

Retention payments will be paid to teachers who are continuing employment with the district as staff shortages continue as a result of the COVID-19 pandemic.

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$30,600**Total Expenditures** \$30,600**Status**

Task Force Review

Line Item ID: 428-3-0034

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

Unemployment (Certified Retention)

Account Number

89 E 1000 260 0500 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

Retention payments will be paid to teachers who are continuing employment with the district as staff shortages continue as a result of the COVID-19 pandemic.

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$400**Total Expenditures** \$400**Status**

Task Force Review

Line Item ID: 428-3-0036

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

Family Engagement Coordinator Wages

Account Number

89 E 2200 100 0500 000

Function Code

2200 - Support Services (Instructional Staff)

Object Code

100 - Personal Services - Salaries

Allowable Use

11A - Planning and implementing summer learning or enrichment programs.

Please describe the expenditures within the account and how they will address a COVID-19 need

Family Engagement Coordinators

Seven positions, with one staff member assigned in each building, will be added to address additional student needs due to the pandemic, focusing on opportunities to address the engagement of families post-pandemic.

The Covid-19 pandemic negatively impacted Parent Engagement in our schools. In order to re-engage our families and in particular those most disproportionately impacted, the USD 428 ESSER III plan provides for the hiring of seven Family Engagement Coordinators. Their main purpose is to promote positive and meaningful School-Family-Community partnerships. This intervention follows the US Department of Education guidelines on promoting and strengthening family engagement and involvement. "Using community partnerships to support re-engagement - As students return to in-person instruction following the COVID-19 pandemic, community partnerships can allow districts to expand learning beyond the classroom and re-engage students' learning. A study found that schools with strong ties to families and communities were four times more likely to make significant gains in reading and math. Students – and educators – benefit when families are engaged in their schools. For families and schools to form this essential partnership, schools should communicate goals and information with families and welcome, and be responsive to, their feedback. To be most effective in support of student success, communication should go in both directions – schools should share information with families, and families should be encouraged to share feedback with schools".

The intervention of hiring seven Family Engagement coordinators to promote active school-family-community partnerships is a Tier 1 evidence-based intervention. There is ample research available that shows evidence of its power and potential. The Institute of Education Sciences (IES) provides timely research on its impact at <https://ies.ed.gov/ncee/edlabs/regions/northwest/askarel/family-engagement.asp> The expected outcomes for this intervention include higher student achievement as measured by local and state assessments. An improvement in family engagement and the strengthening of school-family-partnerships as monitored by focused surveys and attendance at school sponsored events.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$102,500
Budgeted Expenditures in SFY 2024	\$102,500
Total Expenditures	<u>\$205,000</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

FICA (Family Engagement Coordinators)

Account Number

89 E 2200 220 0500 000

Function Code

2200 - Support Services (Instructional Staff)

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

Family Engagement Coordinators

Seven positions, with one staff member assigned in each building, will be added to address additional student needs due to the pandemic, focusing on opportunities to address the engagement of families post-pandemic.

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Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$7,841
Budgeted Expenditures in SFY 2024	\$7,841
Total Expenditures	<u>\$15,682</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

Unemployment (Family Engagement Coordinators)

Account Number

89 E 2200 260 0500 000

Function Code

2200 - Support Services (Instructional Staff)

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

Family Engagement Coordinators

Seven positions, with one staff member assigned in each building, will be added to address additional student needs due to the pandemic, focusing on opportunities to address the engagement of families post-pandemic.

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Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$102
Budgeted Expenditures in SFY 2024	\$102
Total Expenditures	\$204

Status

Task Force Review

ESSER III APPLICATION FOR D0431

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>
Hoisington	165 West Third Street, Hoisington, KS 675441894	165 West Third St., Hoisington, KS 675441894
<u>Superintendent Name</u>	<u>Superintendent E-mail Address</u>	<u>Superintendent Phone Number</u>
Patrick Crowdis	pcrowdis@usd431.net	(620) 653-4134

Authorized Representative of the District Information

<u>Name</u>	<u>Position of Title</u>	<u>E-mail Address</u>	<u>Phone Number</u>
Patrick Crowdis	Superintendent	pcrowdis@usd431.net	(620) 653-4134

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/2004156/DistrictPlanForSafeReturnToIn.docx_-_Google_Docs.pdf

Use of Funds for CDC Guidance

How will the funds be used to implement prevention and mitigation strategies that are, to the greatest extent practicable, consistent with the most recent CDC guidance on reopening schools, in order to continuously and safely open and operate schools for in-person learning?

The ESSER funds for USD 431 will be used in three primary ways. First, to improve indoor air quality. Second to address student learning loss, and finally to provide the ability for the district to work off site and to communicate to our students, staff and parents in the event through multiple means.

To begin, we are addressing the issue of indoor air quality by having a company come in and provide recommendations as to the units that need to be replaced or recommissioned in order to provide the most efficient use of the units we have currently and replace other units that are not providing sufficient indoor air quality. Second, Funds allocated for staff retention pay will be utilized to provide additional salary to all USD 431 staff expecting a competitive and supportive salary to ensure longevity to the students and district helping to bridge the continuous learning gap easily stretched by staffing changes. Currently, the district has approximately 120 employees. Each employee will receive an average amount of \$1000.00. In two separate payments \$500.00 in the November paycheck and \$500.00 in the May paycheck. This payment will be distributed in the form of a check or direct deposit (employee preference). In this distribution, each employee will receive a note from the Superintendent, Board of Education and Principals acknowledging each employee's dedication to the district. The employee unions have been included in these discussions and recognize the opportunities this includes. Also, in the area of Student Learning Loss, we will continue to provide a summer learning opportunity for grades kindergarten through 11th grade. This summer learning opportunity will focus on closing the achievement gap in math and reading for grades kindergarten through 8th grade and for ensuring credit recovery for grades 9th through 11th grade.

The Certified Learning Loss Coordinator will provide district wide instructional services and support to all USD 431 Teachers and Students. This individual will ensure the district curriculum is aligned with state standards and that we are teaching the curriculum with fidelity, providing professional development necessary for teachers to effectively deliver curriculum to the students. This individual will make sure all Teachers have the necessary curriculum, tools and training to provide interventions to students, but especially students with a decrease according to State Assessments Scores (not placing in Level 3 or 4), ACT Scores, or building level/classroom driven data. The Learning Loss Coordinator will be responsible for tracking data on all USD 431 Students. It will be this individual's responsibility to help each student grow academically no matter what level or content area is problematic. This individual will also be a key part of the identification process for those students in need of additional academic support due to perhaps other disabilities or issues. We will be designating \$25,000 per year for two years to pay for this position.

Along with the Learning Loss Coordinator, we will be hosting more structured afterschool programs to aid students in additional remediation in subject areas they are struggling with and falling behind. Subject areas we will be targeting will include but will not be limited to math and reading. We will target these students by examining their Fastbridge assessment scores.

Finally the third area to address the communication and possible need to move off site will be transitioning to and implementing the use of Skyward finance and accounting systems used throughout the district. During the shut down of 2020 two of the staff who had to continue to come into the office were the payroll clerk and treasure due to the use of a computer based accounting system. The Skyward system will be web based and able to be used off site if the need were to arise. We are also transitioning to the use of Apptegy and Thrill Share to help administration, teachers and the district to communicate with parents, staff, and students. This web based program allows for messages to be sent out via text, voice, social media, and application push notifications. We will also be equipping the rest of our classrooms with ClearTouch panels in all of the classrooms to assist the teachers in performing remote lessons. These panels have the capability to record lessons, videos, and use the google modules to teach via the google classroom format in remote, hybrid or in person learning. Even in person learning the screen is large enough and clear enough to have students spaced out within the classroom and still see the screen.

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

One November 15, 2021 throughout the day the superintendent met with students at the middle school level who are a part of the leadership team at the middle school. The superintendent provided those in attendance a brief overview of the amounts and usage so far of ESSER 1, ESSER 2 and SPARK funds and then provided them the guidelines of how to utilize the ESSER 3 funds. They were then broken into groups to discuss possible usage of the ESSER 3 funds. This same format of a meeting was also performed with the Leadership class at the high school. At the end of each of the classes groups had the opportunity to share ideas from their groups and have discussion about the importance of the suggested action. Those in attendance included 34 middle school students, 17 high school students. After discussing the history, amounts and uses of ESSER funds the students had a chance to give ideas. These included many ideas that did not fall into the ESSER categories. Other items included improving of teaching staff, comfort in the buildings and varied programs.

Families

The superintendent assisted by building administration conducted a community meeting on the evening of November 15, 2021, to gain input from community stakeholders including parents, grandparents, and other community members. In this meeting it was an open format allowing all in attendance to share their concerns and ideas for the usage of the ESSER 3 funds. The superintendent provided those in attendance a brief overview of the amounts and usage so far of ESSER 1, ESSER 2 and SPARK funds and then provided them the guidelines of how to utilize the ESSER 3 funds. Those in attendance discussed items such as dyslexia educational interventions and academic supports. I have discussed the usage of the ESSER 3 funds at open forum meetings such as Hoisington Chamber Coffees and at USD 431 School Board meetings being live streamed. Those in attendance were 3 families, 3 teachers and 2 administrative representatives. After discussing the history, amounts and uses of ESSER funds the families had a chance to give ideas. One very important idea that was presented was the use of funds for reading instruction, more specifically students with dyslexia.

School and District Administrators including Special Education Administration

The USD 431 building administration have had multiple meetings discussing and suggesting ideas for the usage of ESSER 3 funds. We have had discussions to include continuation of the summer school program, expansion of afterschool programs currently taking place to support students struggling in the areas of math and reading, usage to update and upgrade facilities to better equip the district in the event of further COVID outbreaks, and the support financially the retention of staff throughout the district. We have considered the addition of a learning loss facilitator to aid in overseeing the data to determine students who are struggling and to help provide professional development for teachers also needing assistance with struggling students. This person can also facilitate professional development in the area of dyslexia. USD 431 is part of the Barton County Special Services Cooperative. The BCSS administration had a part in developing the plan to continue summer school programs, and expand on the after school programs. These programs will benefit students with special needs by utilizing special education staff for part of the staffing.

Teachers, Principals, School leaders, other Educators, School Staff and their Unions

During a half day inservice on December 1, 2021, the superintendent met with the entire teaching and support staff to discuss the timeline of the ESSER 1, ESSER 2, SPARK, and ESSER 3 funds. It was discussed the history of how we have utilized ESSER 1 and 2 and Spark to help in the mitigation of COVID, provide support pay for teachers teaching students both in the classroom face to face as well and students out quarantine, isolated, and in remote learning. We discussed the guidelines and areas the ESSER 3 funds need to be utilized for. At that time the teachers and staff were split into groups and had them discuss potential district needs that would follow the guidelines for usage of the ESSER 3 funds and meet the needs of students, teachers and the district as a whole. After the initial group discussion took place we mixed the groups and they continued the discussion. This happened one more time of mixing of the groups. Then we finished the meeting with a member of each of the groups sharing the ideas that had been discussed and shared throughout the meeting. Items such as facilities, curriculum director, continuation of summer school, retention pay for all USD 431 employees and continued support for all students struggling academically in a variety of ways. At the December 1, 2021 meeting the teacher unions were present and part of the discussion. Later at the next negotiations meeting on May 11th the negotiations team had opportunity for further input on the ESSER 3 plan.

Tribes

The superintendent has reached out to the heads of the following Native American Indian Tribes from the Iroquois, Cherokee, and Sioux via email and have received no response. Our building secretary is a member of a Native American Indian tribe I am a member of the Mandan, Hidatsa, and Arkarian tribes of North Dakota. She is registered as Mandan, and she has been included in district and building discussion concerning the usage of ESSER 3.

Civil Rights Organization including Disability Rights Organizations

The superintendent has reached out to the office of the NAACP via email and have received no response. I have discussed the usage of the ESSER 3 funds at open forum meetings such as Hoisington Chamber Coffees and at USD 431 School Board meetings being live streamed.

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 superintendent has discussed the usage of the ESSER 3 funds at open forum meetings such as Hoisington Chamber Coffees and at USD 431 School Board meetings being live streamed. The Superintendent also met with 2 groups of students in grades 6-8 and 1 group of students in grades 9-12 on November 15, 2021. The superintendent has also conducted a public meeting on the evening of November 15th, 2021. This meeting was open to the public for public comment of any population and representation. This meeting was advertised during open forums such as Chamber Coffee, and published on the school website and information was sent out on the district's all call system, sending a message about the meeting to all parents in the district.

USD 431 collaborates with Barton County Special Services to ensure all students with disabilities are provided adequate programs. The following programs were discussed, structured after school supports, and a Jump Start program prior to the school year beginning. In the open forum meeting the specific topic of children with disabilities, homelessness, in foster care and migratory students were discussed. The idea of having a learning loss coordinator to help oversee children who have experienced significant learning loss to make sure that resources and programs such as afterschool programs and summer school are accessible to these students.

English Learners, We currently have no English language learners in the district. This was verified by having the SIS clerk check in PowerSchool, no English language learners are currently in the district.

Children experiencing homelessness, at the meetings there were no students or parents representing Children Experiencing Homelessness attending or being a part of any of the meetings, public, staff or student. This was verified by having the SIS clerk check in PowerSchool, no Homeless Students are currently in the district.

Children in foster care, There were 2 families representing families with children in foster care attending any of the meetings including public, staff and students. The families with children in or a part of the foster care system had responses included using ESSER funds to purchase and Using ESSER funds to continue the of support materials and programs such as extended learning opportunities such as jump start and after school programing, as well as reading assistance. In terms of reading assistance it was specifically mentioned to have more personnel and resources to assist students experiencing dyslexia. These dyslexia programs would be started with ESSER funds. After specifically reaching out to 2 sets of parents of students within the foster care program they suggested a good use of ESSER 3 funds would be to have more support staff to assist students with learning losses. Another suggestion was to have fewer substitute teachers. This creates disruptions with instruction that greatly affects the students struggling with learning loss.

Migratory students, we currently have one family in the district that is designated as migratory. The district used an all call system and postings on the district website to advertise the public meeting on 11-15-21. Since this family did not attend or was not represented in any of the meetings the superintendent has specifically reached out to the family to ask their response of usage of the ESSER 3 funds. The superintendent has made three attempts to reach out to this family. At this time no contact has been made with the family.

Children who are incarcerated- We have no students who are incarcerated in the district. This was verified by checking in PowerSchool. We may have had students of parents who are incarcerated represented, but that was not discussed with the students who took part in the student meetings. Students' concerns were quality of food in the cafeteria and the possibility

of vending machines.

The Public meeting was held on November 15th 2021 specifically to address the uses of the ESSER funds. There were no stipulations on who could or should attend. This meeting was open to all, as stated above. The main topic at the public meeting was addressing student reading for all students, but especially students who may have dyslexia. It was suggested using ESSER funds to increase reading support for all students as well as students who may be struggling with issues such as dyslexia.

During the discussions at the High school and the middle school with students on November 15, 2021 the students and the superintendent had discussions concerning the learning loss of all students. During the meetings with both middle and high school students the superintendent explained the amounts and uses for funds the district had received. The superintendent also covered the usage guidelines of the ESSER 3 funds with the students. After covering these topics the superintendent then provided time for groups of students to provide input into the usage of the ESSER funds for USD 431. The suggested usage of funds were; better food in the cafeteria, open lunch periods, vending machines and other food related topics. After redirecting the students to the provided pages for usage of the ESSER 3 funds students provided suggestions related to class offerings, opportunities for electives during the school day. The Superintendent did not speak with elementary students as he did with middle and high school students. The public meeting on 11-15-21 did have two families of elementary aged students. Their suggestion was using ESSER funds to increase reading support for all students as well as students who may be struggling with issues such as dyslexia.

Provide the public the opportunity to provide input and take such input into account

The superintendent has discussed the usage of the ESSER 3 funds at open forum meetings such as Hoisington Chamber Coffees and at USD 431 School Board meetings being live streamed.

The superintendent has also conducted a public meeting on the evening of November 15th, 2021, discussed earlier open to the public for public comment of any population and representation.

Use of Funds for Learning Loss Set Aside and The Rest of The Allocation

Please briefly describe the impacts of COVID-19 on the district and its Pre-K through 12 students, including any relevant data where possible (e.g., cost impact, learning loss, emotional impact on students). If there has been a disproportionate impact on a special population in the district (e.g., students with disabilities, English Learners, students in foster care, students in poverty, etc.), please describe the impact and provide the number of Pre-K through 12 students in that population.

COVID has had a variety of impacts on the district and the Pre-K-12 population. We have seen an increase in the number of students who have lower motivation. During the 20-21 school year the high school experienced the highest number of failed classes. This number was throughout the high school, but largely in the freshman class. In the summer of 2021 we implemented summer credit recovery at the high school with the ESSER 2 funds to mitigate the number of failed courses and to aid students in working toward graduation in a timely manner. Also at the high school, the 2022 state science assessments indicated a deficiency in earth and space Science for the junior class. This would have been taught in the last quarter of these students freshman year, showing another impact of having to go to remote learning in the spring of 2020.

At the middle school level we continue to see behavioral and social emotional effects of COVID 19 and the shut downs. Student behavior and incidences of students' negative interactions with one another are higher than in recent years. This age group of students also experienced quite a bit of time at home unattended and has lead to these students not having a good understanding of the role and flow of school and interacting with other students in a social environment.

At our upper elementary school we are seeing many of the same things as the middle school, along with the inability to self regulate. This has been addressed very well at Lincoln elementary school. At Lincoln we have also seen a drop in the state assessment scores in Math from 2019 to 2021. From 2021 to 2022 numbers have come back up, but are still only at state average, where 2019 and before Lincoln Math scores were above state average.

At Roosevelt elementary our Pre K through 1 building we are seeing the result of students being at home for extended periods of time. This is mainly seen in the attachment with parents in drop off at the beginning of sessions.

One other item that we continue to see is a higher level of parents not in the workforce or working lower paying jobs as part-time instead of full time. This indirectly impacts all of the schools, due to the fact students are seeing parents or guardians staying at home while they are being asked to go to school. Also the parents will tend to stay up later participating in activities at home pushing the students to stay up later and then not be well rested for the school day. This impacts the regular resting patterns of the student and causes behavior issues, or just simple fatigue to the point a student cannot stay awake in class. This deterioration of the parenting continues to impact all levels of education and will continue to due to the differing in educational priorities from home to school. Our district is in the process of educating our teachers and staff of this shift to help them understand and gain skills to handle the differing priorities. Our district is not educating our staff to lower our standards but to help in raising our expectations and bringing the parents and students along.

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 431 Hoisington will be using the ESSER 3 money to fund four main areas; summer learning opportunities, after school learning opportunities, learning loss coordinator, and evidence based curriculum to assist in empowering teachers and students to improve learning.

Summer Learning opportunities will be provided for students K through 11. K-8 students who are in tiers 2 and 3 in math and reading using our Fastbridge progress monitoring data from the Spring of each of the next two years will be targeted for attendance. If there is interest and slots available we will open it to other students. In grades kindergarten through 8th grade time will be dedicated to practice math skills through the usage of math and reading intervention programs, one-on-one instruction and small group centered instruction. Grades 9-11 will be focused on credit recovery using a computer based curriculum model overseen by a certified teacher and supported by a facilitator.

Students kindergarten through 8th grades will have opportunities to gain afterschool assistance as an extension of the tiered instruction provided through the building MTSS model. These after school programs will be facilitated by certified teachers and supported by aides. Instruction will be tied to the math and reading curriculum used at grade level and individual level to foster growth and academic achievement.

We will be hiring a part-time Learning loss coordinator to facilitate the auditing of curriculum and instruction in the areas of math and reading. We are looking to monitor and ensure all of the classroom teachers are teaching the standards based curriculum with fidelity. This position will work with teachers grades Kindergarten through 12th grades. This position will also be responsible for professional development for teachers to develop and gain skills in instruction, progress monitoring and data collection.

The district has implemented the use of more evidence based curriculum programs to aid in learning loss. These curriculum programs are used in cooperation with the multi-tiered system of interventions to help students who have fallen behind due to learning loss.

How the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act?

After discussing the multitude of ideas to utilize the funds to match the 16 areas of criteria and gaining input from community, teachers, staff, students, board of education, administration and others, we have determined three main areas to utilize the additional funds; HVAC, Cleartouch electronic panels and start up cost of district web based software.

Our HVAC needs assessment identified two main areas of concern within the area of HVAC. First, after an investment grade energy audit was conducted it was determined that the current HVAC automation control system was not working to optimal efficiency. At times the remote sensors were not connecting to the system and the software which is the control center is also outdated and unsupported software. All of this combined is actually causing our district HVAC system to not work properly, not bring in fresh air at optimal amounts, and decrease energy efficiency as a district and as individual buildings. Second area of concern in the HVAC system is to have a qualified team of technicians come into the district and recommission older units. This in combination of updating the automation control systems will ensure that all of the units are working properly and as efficient as possible. This proper mechanical usage will also ensure fresh air brought in from outside is optimized.

Second usage of the funds will be to purchase enough Cleartouch panels to set every classroom up as standard equipment for a classroom. Teachers will have the opportunity to utilize the cleartouch panels to video, record, and post class lessons in the event of continued remote learning or shut downs. This will make the clear touch panels standard equipment in each classroom.

Through the COVID 19 pandemic the teachers and staff of USD 431 have been asked to take on extra roles both inside and outside of the classroom. The district is going to provide a \$500 payment to all employees of USD 431 in November of 2022 and another \$500 payment to all employees of USD 431 in May of 2023. This retention pay is also an encouragement to continue employment within the district as teaching position, and classified positions continue to be difficult to find and replace.

Finally, the district has moved to two web based software programs to improve the district communication and district accounting, Aptegy has been added to house our district website, and use district communication of events, happenings and emergencies. This move was made to centralize communication and ensure that information could be shared to community, students, parents and staff quickly and efficiently. Even in the event of a school closing, shut-down or remote learning with the use of social media, push notifications to the phone app and text and phone messages communication can still take place. Skyward has been added and the district office staff is currently going through training for an April 1st 2023 implementation. Skyward provides a web based accounting software to allow the district office staff to work remotely in the event another shutdown happens again.

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 431 will be utilizing the Fastbridge progress monitoring, state assessment scores, attendance, graduation rate, teacher retention and behavioral data of students and classes to monitor the effectiveness of interventions such as summer learning, after school programing and credit recovery and teacher turnover rates. Interventions such as summer learning and afterschool programming will be monitored to see if there are academic improvements of students over a given time frame, and progress of students to on grade level achievement. Building leadership teams and Student intervention teams in the building will monitor data to measure effectiveness of students who are at risk, children in foster care, migratory and homeless students, and all other students. The goal for the interventions implemented and continued utilizing the ARP act funds will be to assist all students to achieve academic improvements, decrease or level academic loss over the summer, and foster students throughout the district to be academically proficient to graduate high school, and see post secondary success. Other evidence based curriculum programs will be used in cooperation to help in improving student learning.

Allocations

	Direct Allocation	True Up Allocation	Total Allocation		20% Minimum
ESSER III Allocations	\$1,196,479	\$0	\$1,196,479	ESSER III Allocations	\$239,296
Approved Total	\$0	\$0	\$0	Approved Total	\$0
Amount Left	\$1,196,479	\$0	\$1,196,479	Amount Still Needed	\$239,296
In Review Total	\$1,196,479	\$0	\$1,196,479	In Review Total	\$250,819
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
431-3-0001	Direct	False	1000	110	16	\$120,000	Task Force Review
431-3-0002	Direct	True	1000	110	12	\$50,000	Task Force Review
431-3-0003	Direct	True	1000	220	12	\$4,500	Task Force Review
431-3-0004	Direct	False	1000	220	1A	\$10,800	Task Force Review
431-3-0005	Direct	True	1000	110	11A	\$55,000	Task Force Review
431-3-0006	Direct	True	1000	220	11A	\$6,800	Task Force Review
431-3-0007	Direct	True	1000	120	11A	\$20,000	Task Force Review
431-3-0008	Direct	True	1000	120	11A	\$1,800	Task Force Review
431-3-0010	Direct	True	1000	600	11A	\$5,000	Task Force Review
431-3-0011	Direct	False	2600	723	14	\$681,635	Task Force Review
431-3-0013	Direct	False	1000	736	9	\$95,000	Task Force Review
431-3-0014	Direct	False	2000	300	8	\$38,225	Task Force Review
431-3-0015	Direct	True	2000	122	12	\$15,000	Task Force Review
431-3-0016	Direct	True	2000	220	12	\$1,350	Task Force Review
431-3-0017	Direct	True	2200	650	12	\$65,000	Task Force Review
431-3-0018	Direct	True	2212	322	12	\$6,369	Task Force Review
431-3-0019	Direct	True	2200	151	11B	\$20,000	Task Force Review

Line Item Details

Line Item ID: 431-3-0001

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

Staff Retention Pay

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

Retention Pay for all USD 431 Employees

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$60,000**Budgeted Expenditures in SFY 2023** \$60,000**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$120,000**Status**

Task Force Review

Line Item Comment from KSDE

Per narrative, "Funds allocated for staff retention pay will be utilized to provide additional salary to all USD 431 staff expecting a competitive and supportive salary to ensure longevity to the students and district helping to bridge the continuous learning gap easily stretched by staffing changes. Currently, the district has approximately 120 employees. Each employee will receive an average amount of \$1000.00. In two separate payments \$500.00 in the November paycheck and \$500.00 in the May paycheck. This payment will be distributed in the form of a check or direct deposit (employee preference). In this distribution, each employee will receive a note from the Superintendent, Board of Education and Principals acknowledging each employee's dedication to the district. The employee unions have been included in these discussions and recognize the opportunities this includes. Through the COVID 19 pandemic the teachers and staff of USD 431 have been asked to take on extra roles both inside and outside of the classroom. The district is going to provide a \$500 payment to all employees of USD 431 in November of 2022 and another \$500 payment to all employees of USD 431 in May of 2023. This retention pay is also an encouragement to continue employment within the district as teaching position, and classified positions continue to be difficult to find and replace."

Line Item ID: 431-3-0002

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

Learning Loss Coordinator

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

Learning Loss Coordinator 2 years of employment

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$12,500**Budgeted Expenditures in SFY 2023** \$25,000**Budgeted Expenditures in SFY 2024** \$12,500**Total Expenditures** \$50,000**Status**

Task Force Review

Line Item Comment from KSDE

Per narrative, "We will be hiring a part-time curriculum director to facilitate the auditing of curriculum and instruction in the areas of math and reading. We are looking to monitor and ensure all of the classroom teachers are teaching the standards based curriculum with fidelity. This position will work with teachers grades Kindergarten through 12th grades. This position will also be responsible for professional development for teachers to develop and gain skills in instruction, progress monitoring and data collection."

Line Item ID: 431-3-0003

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

Learning Loss Coordinator

Account Number

07

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

Benefits for Learning Loss Coordinator

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$1,125**Budgeted Expenditures in SFY 2023** \$2,250**Budgeted Expenditures in SFY 2024** \$1,125**Total Expenditures** \$4,500**Status**

Task Force Review

Line Item ID: 431-3-0004

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

Employee Benefits

Account Number

220

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

Benefits for retention pay

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$5,400**Budgeted Expenditures in SFY 2023** \$5,400**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$10,800**Status**

Task Force Review

Line Item ID: 431-3-0005

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**Account Number****Function Code**

1000 - Instruction

Object Code

110 - Regular Certified Salaries

Allowable Use

11A - Planning and implementing summer learning or enrichment programs.

Please describe the expenditures within the account and how they will address a COVID-19 need

Summer School Teachers Salaries

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$27,500**Budgeted Expenditures in SFY 2024** \$27,500**Total Expenditures** \$55,000**Status**

Task Force Review

Line Item Comment from KSDE

Per narrative, "Summer Learning opportunities will be provided for students K through 11. K-8 students who are in tiers 2 and 3 in math and reading using our Fastbridge progress monitoring data from the Spring of each of the next two years will be targeted for attendance. If there is interest and slots available we will open it to other students. In grades kindergarten through 8th grade time will be dedicated to practice math skills through the usage of math and reading intervention programs, one-on-one instruction and small group centered instruction. Grades 9-11 will be focused on credit recovery using a computer based curriculum model overseen by a certified teacher and supported by a facilitator."

Line Item ID: 431-3-0006

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**Account Number****Function Code**

1000 - Instruction

Object Code

220 - Social Security Contributions

Allowable Use

11A - Planning and implementing summer learning or enrichment programs.

Please describe the expenditures within the account and how they will address a COVID-19 need

Summer School Teachers Benefits

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$3,400**Budgeted Expenditures in SFY 2024** \$3,400**Total Expenditures** \$6,800**Status**

Task Force Review

Line Item ID: 431-3-0007

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**Account Number****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

Social Security for Summer Paras Salaries

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$10,000**Budgeted Expenditures in SFY 2024** \$10,000**Total Expenditures** \$20,000**Status**

Task Force Review

Line Item ID: 431-3-0008

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**Account Number****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 Aides Benefits

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$900**Budgeted Expenditures in SFY 2024** \$900**Total Expenditures** \$1,800**Status**

Task Force Review

Line Item ID: 431-3-0010

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 3

Account Number

05

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

Purchase of consumable and new materials and supplies for Summer School instruction.

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$2,500**Budgeted Expenditures in SFY 2024** \$2,500**Total Expenditures** \$5,000**Status**

Task Force Review

Line Item ID: 431-3-0011

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

Federal Funds ESSER 3

Account Number

07

Function Code

2600 - Operation and Maintenance of Plant Services (All except Transportation)

Object Code

723 - Heating and Cooling System

Allowable Use

14 - Inspection, testing, maintenance, repair, replacement and upgrade projects to improve the indoor air quality in school facilities.

Please describe the expenditures within the account and how they will address a COVID-19 need

HVAC Building Automation System

This project has been approved as of 12-7-22 by Dean Zajic. I have the letter, but there is no were on this line item to attach it.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$681,635
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$681,635</u>

Status

Task Force Review

Line Item Comment from KSDE

Allowable if meets CDC guidelines.

Per narrative, "...we are addressing the issue of indoor air quality by having a company come in and provide recommendations as to the units that need to replace or recommissioned in order to provide the most efficient use of the units we have currently and replace other units that are not providing sufficient indoor air quality. Our HVAC needs assessment identified two main areas of concern within the area of HVAC. First, after an investment grade energy audit was conducted it was determined that the current HVAC automation control system was not working to optimal efficiency. At times the remote sensors were not connecting to the system and the software which is the control center is also outdated and unsupported software. All of this combined is actually causing our district HVAC system to not work properly, not bring in fresh air at optimal amounts, and decrease energy efficiency as a district and as individual buildings. Second area of concern in the HVAC system is to have a qualified team of technicians come into the district and recommission older units. This in combination of updating the automation control systems will ensure that all of the units are working properly and as efficient as possible. This proper mechanical usage will also ensure fresh air brought in from outside is optimized."

Line Item ID: 431-3-0013

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**

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

Equip Classrooms with Clear Touch Panels

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$95,000**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$95,000**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)

Per narrative, "Second usage of the funds will be to purchase enough Cleartouch panels to set every classroom up as standard equipment for a classroom. Teachers will have the opportunity to utilize the cleartouch panels to video, record, and post class lessons in the event of continued remote learning or shut downs. This will make the clear touch panels standard equipment in each classroom."

Line Item ID: 431-3-0014

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

ESSER 3

Account Number

05

Function Code

2000 - Support Services

Object Code300 - 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

The district is transitioning to Skyward to be able to have remote access to the budget, accounts payable, payroll and other financial information remotely in the event of a shutdown. Skyward will allow for web access. This was included instead of the start up cost of Apptegy and Thrillshare. I can make adjustments to the narrative if needed and possible.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$38,225
Budgeted Expenditures in SFY 2023	\$0
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$38,225</u>

Status

Task Force Review

Line Item ID: 431-3-0015

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

Federal Funds ESSER 3

Account Number

07

Function Code

2000 - Support Services

Object Code

122 - Part-Time Non-Certified Salaries

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Please describe the expenditures within the account and how they will address a COVID-19 need

Provide Intervention aid to assist in developing and carrying out Interventions.

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	<u>\$15,000</u>

Status

Task Force Review

Line Item ID: 431-3-0016

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

Federal Funds ESSER 3

Account Number

07

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

Social Security and tax contributions for Intervention aid.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$675
Budgeted Expenditures in SFY 2023	\$675
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$1,350</u>

Status

Task Force Review

Line Item ID: 431-3-0017

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

Federal Funds ESSER 3

Account Number

07

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

Provide technological and other interventions supports to address student learning loss using Evidence based practices, such as Accelerated Reading, Ages and Stages, Check in and Check out system, Credit recovery, Differentiated instruction, Freckle Education, Growth Mindset, i Ready, Journeys Literacy Workshop, Lexia, Mentoring Groups, Moby Max, PBL, Prodigy, Starfall, ThinkCentral Portal, Xello.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$32,500
Budgeted Expenditures in SFY 2024	\$32,500
Total Expenditures	<u>\$65,000</u>

Status

Task Force Review

Line Item ID: 431-3-0018

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

Federal Funds ESSER 3

Account Number

07

Function Code2212 - Instruction and Curriculum
Development Services**Object Code**

322 - Instructional Services

Allowable Use12 - Addressing learning loss among
students, including vulnerable
populations.**Please describe the expenditures within the account and how they will address a COVID-19 need**

Contract services to develop and refresh MTSS practices and development and implementation of interventions.

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$3,185**Budgeted Expenditures in SFY 2024** \$3,184**Total Expenditures** \$6,369**Status**

Task Force Review

Line Item ID: 431-3-0019

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

Federal Funds ESSER 3

Account Number

07

Function Code2200 - Support Services (Instructional
Staff)**Object Code**151 - Additional compensation paid to
teachers**Allowable Use**11B - Planning and implementing
supplemental after-school programs.**Please describe the expenditures within the account and how they will address a COVID-19 need**

Planning and implementation of after school program related to students success and student learning loss.

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$10,000**Budgeted Expenditures in SFY 2024** \$10,000**Total Expenditures** \$20,000**Status**

Task Force Review

ESSER III APPLICATION FOR D0437

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>
Auburn Washburn	5928 SW 53rd, Topeka, KS 66610	5928 SW 53rd Street, Topeka, KS 666109451
<u>Superintendent Name</u>	<u>Superintendent E-mail Address</u>	<u>Superintendent Phone Number</u>
Scott McWilliams	mcwilsco@usd437.net	(785) 339-4000

Authorized Representative of the District Information

<u>Name</u>	<u>Position of Title</u>	<u>E-mail Address</u>	<u>Phone Number</u>
Brett Bauer	Executive Director of Business Services	bauerbre@usd437.net	(785) 339-4040

Plan for Safe Return

Please paste a direct link of your school district's safe return plan that is posted on your website.

<https://usd437.net/files/dw/2022-2023/american-rescue-plan.pdf>

Use of Funds for CDC Guidance

How will the funds be used to implement prevention and mitigation strategies that are, to the greatest extent practicable, consistent with the most recent CDC guidance on reopening schools, in order to continuously and safely open and operate schools for in-person learning?

Auburn-Washburn USD437 following guidance provided by national, state, and local health agencies closely during the onset and height of the pandemic. ESSER funds were used to purchase personal protective equipment, disinfecting products and solutions, and improvements to HVAC systems and maintenance to improve air quality. These precautions continue to be in place due to purchases made with ESSER funding.

Stakeholder Engagement

Engaging in Meaningful Consultation with Stakeholders (Please describe the ways you meaningfully consulted with each group listed below as part of the development of the district ESSER III Plan)

Students

The principals of schools maintained continual communication with students to discuss approaches and strategies to best meet their needs in age-appropriate ways in upper elementary grades, middle school, and high school as we moved through the pandemic. They spoke to students in classrooms, student leadership clubs, and to those that were experiencing levels of success as well as experiencing difficulty. Based on direct communication with approximately 500 upper grade elementary students, 320 middle school students, and 620 high school students for a total of 1,440 students, the following was asked for most from our students: 1) In-person classroom instruction, 2) Opportunities for teacher assistance before/after school, 3) Small work groups, 4) Technology that can be taken home, and 5) Establishing and maintaining routines.

Families

Building site councils met numerous times throughout the school year to discuss approaches and strategies to best meet student and family needs as we moved through the pandemic. These building meetings were productive and provided meaningful input on the ESSER III plan. During each Board of Education meeting during the 2021-22 school year, as an Administrator Report on the Board Agenda, was 2021-22 School Updates. This standing agenda item provided the school district the opportunity to provide detailed updates on how the district was navigating through the pandemic as well as providing updates on ESSER III planning. Many parents attended Board of Education meetings to provide input and feedback with district administration and the Board of Education during Public Forum regarding our approach to the pandemic, meeting student needs, and the ESSER III plan. The superintendent sent an email to all staff and parents with an update on positive cases, mitigation strategies, and what was to be expected the following week in each school regarding the pandemic. Parents routinely responded to those weekly emails sent on Fridays with their feedback. In addition, families were encouraged to fill out a comprehensive engagement survey to share feedback on how we have spent these federal dollars thus far as well as to provide the opportunity for input on how to spend remaining ESSERS dollars to address student learning and recovery moving forward. The survey was sent to families during the 2021-22 school year and is currently accessible on the district website (www.usd437.net, on the right column click ARP – ESSER Survey). The survey received forty-three responses. In-person and survey data regarding “feedback” suggested the three most impactful strategies previously implemented were: 1) Providing student access to technology, 2) Offering grab-and-go breakfasts to all students, 3) Paying additional compensation to certified staff for working outside of the normal duty day to work directly with students to address social-emotional or academic deficiencies or needs caused or influenced by the pandemic. In-person and survey data regarding “input” suggested the three most impactful areas to address moving forward were: 1) Additional staffing to meet student needs caused by the pandemic, 2) Provide supports and activities to address needs of at-risk students, 3) Seek ways to address student mental health and wellness needs caused by the pandemic during the school day.

School and District Administrators including Special Education Administration

Administrator meetings are held two times each month. Administrator meetings include building principals and district administrators including special education administration. All administrators had a hand in developing the ESSER III plan, thus there was their support and approval of the plan. The nine building principals have contributed their thoughts and ideas as well as expressing the needs of teachers and students as we expend these funds including consideration for our special population groups. Feedback and input from school and district administrators including special education administration suggested the following: 1) Additional staffing to meet student needs caused by the pandemic, 2) Provide supports and activities to address needs of at-risk students, 3) Seek ways to address student mental health and wellness needs caused by the pandemic during the school day, 4) Paying additional compensation to certified staff for working outside of the normal duty day to work directly with students to address social-emotional or academic deficiencies or needs caused or influenced by the pandemic.

Teachers, Principals, School leaders, other Educators, School Staff and their Unions

The school district worked directly with certified staff in site council and building leadership team meetings to seek feedback and input. Feedback and input was also received during the negotiations process with Union leadership. Due to the extreme challenge of keeping talented and trained staff members during the pandemic in addition to seeking to meet student needs caused by the pandemic, feedback and input consistently suggested paying additional compensation to certified staff for working outside of the normal duty day to work directly with students to address social-emotional or academic deficiencies or needs caused or influenced by the pandemic environment. Feedback and input also suggested additional staff to meet student needs. The following positions surfaced as needs: Elementary Dean of Students to provide direct support to all students but especially at-risk students. Rearrange the elementary schedule to provide more Tier I supports to address academic and social-emotional student needs. Middle school reading and math interventionists to provide reading and math supports to students in need. High school intervention teachers (REACH) to meet the academic and social-emotional needs of ninth and tenth grade students. Technology support to address increased online learning opportunities and student device repairs due to students transporting devices to/from home and school.

Tribes

Out of approximately 6,000 students enrolled in our school district, we have six 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 the comprehensive engagement survey. In addition, we proactively called these six families to seek their feedback and input. Based on those calls, the most impactful areas to address were: 1) Maintain clear and consistent communication from school to home, 2) Provide reteaching opportunities and additional time, as needed, and 3) Providing student access to technology at school and home. Finally, we reviewed the National Congress of American Indians website to get contact information of tribes located in Kansas near our district boundaries. Emails were sent with a link to our comprehensive survey but we did not receive a response to these inquiries.

Civil Rights Organization including Disability Rights Organizations

An email was sent to the following organizations seeking input on our ESSER III plan that also contained a link to a comprehensive engagement survey:

- American Civil Liberties Union
- Kansas Human Rights Commission
- Kansas Action for Children
- Disability Rights Center of Kansas
- Kansas NAACP
- Kansas Disability Resources and Advocacy Organizations

Responses were not received by all organizations contacted, but of the responses received, we were encouraged to seek ways to meet the academic and social-emotional needs of students caused by the pandemic. The one piece of actionable feedback received was to provide summer learning opportunities for students with special 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

Ongoing communications have occurred with the following agencies regarding ESSER III planning:

- Families Together – a parent advocacy group for students with disabilities
- TARC – infant and toddler services
- Voc Rehab – transitional support services for career and technical education
- Family Service Guidance Center – social-emotional counseling services
- Maintained direct contact with foster care families

We have four migrant students and have partnered with a migrant representative from KSDE to seek feedback from these students and families. We have 39 homeless students and each school has a trained liaison that maintains communication and seeks feedback with these students and families. We have 172 English learners and our five English learner teachers maintain communication and seek feedback with these students and families. Through these numerous and varied communications, the following were suggested: 1) Appropriate staffing to meet developmental student needs, 2) Providing students with the technology necessary to be successful in school and at home, 3) Creating time during the school day to provide at-risk students with social-emotional and counseling supports, 4) Offering small group instruction to reteach concepts not yet mastered, 5) Providing counseling and wellness checks on at-risk students during the day by trained professionals.

Provide the public the opportunity to provide input and take such input into account

During each Board of Education meeting during the 2021-22 school year, as an Administrator Report on the Board Agenda, was 2021-22 School Updates. This standing agenda item provided the school district the opportunity to provide detailed updates on how the district was navigating through the pandemic as well as providing updates on ESSER III planning. Many patrons attended Board of Education meetings to provide input and feedback to district administration and the Board of Education during Public Forum regarding our approach to the pandemic, meeting student needs, and the ESSER III plan. The superintendent sent an email to all staff and parents with an update on positive cases, mitigation strategies, and what was to be expected the following week in each school regarding the pandemic. Patrons routinely responded to those weekly emails sent on Fridays with their feedback. In addition, patrons were encouraged to fill out a comprehensive engagement survey to share feedback on how we have spent these federal dollars thus far as well as to provide the opportunity for input on how to spend remaining ESSERS dollars to address student learning and recovery moving forward. The survey was sent to families during the 2021-22 school year and is currently accessible on the front page of the district website (www.usd437.net, on the right column click ARP – ESSER Survey). In our school community, the district website is the most common way our public receives information about the district. Here are the number of hits the district website has received since posting the ESSER survey:

- July 2021: 21,764 visits
- August 2021: 38,856 visits
- September 2021: 27,691 visits
- October 2021: 23,157 visits
- November 2021: 22,218 visits
- December 2021: 17,109 visits
- January 2022: 27,112 visits
- February 2022: 27,148 visits
- March 2022: 23,423 visits
- April 2022: 20,136 visits
- May 2022: 18,748 visits
- June 2022: 9,766 visits
- July 2022: 6,002 visits
- August 2022: 29,857 visits
- September 2022: 21,368 visits
- October 2022: 19,158 visits
- November 2022: 16,589 visits
- December 2022: 14,272 visits
- January 2023: 20,659 visits
- February 2023: 15,136 visits (as of 2/23/2023)

The survey that remains posted on the main page of the district website received 43 responses. Feedback received from the public suggested the following: 1) Students learn best with in-person classroom instruction, 2) Provide students with access to technology for school and home, 3) Do everything possible to meet academic and social-emotional needs caused by the pandemic. This feedback has been taken into consideration and are a part of our ESSER III plan.

Use of Funds for Learning Loss Set Aside and The Rest of The Allocation

Please briefly describe the impacts of COVID-19 on the district and its Pre-K through 12 students, including any relevant data where possible (e.g., cost impact, learning loss, emotional impact on students). If there has been a disproportionate impact on a special population in the district (e.g., students with disabilities, English Learners, students in foster care, students in poverty, etc.), please describe the impact and provide the number of Pre-K through 12 students in that population.

The impact of COVID-19 has been most noticed in two areas. First, many students were not able to learn at the same pace during the pandemic compared to before the pandemic. As a result, for a nearly two-year period during the height of the pandemic, students learned less material and felt less confident in what they had learned. Second, many students got out of their normal, and healthy, routines of going to bed early for school, getting out of bed each school day, interacting in-person with friends and peers during the school day, and in general, living a structured lifestyle. As a result, anxiety increased and a sense of hope and structure decreased among some 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)

Based on feedback collected from numerous stakeholder groups, the most common theme that surfaced for students is structured academic time. Students need additional time with trained professionals that is structured to maximize researched-based instructional best practices with students. Auburn-Washburn USD437 has hired the following positions for the purpose of providing more structured time and support for students:

- Dean of Students – Positions were added in four large elementary schools (over 500 students) to support the social/emotional and behavioral needs of students in response to increased internalizing and externalizing behaviors. These positions will also work with teachers to implement school-wide and classroom supports for students. The impact of the pandemic has resulted in more students needing additional support.
- High School Positions – Positions were added at Washburn Rural High School to increase the capacity of the REACH program. REACH is designed to offer additional academic support for 9th and 10th grade students. Case management, academic planning, tutoring and monitoring, increased parent collaboration, and individual goal setting are incorporated into the school day for these students. The impact of the pandemic has resulted in more students needing additional support.
- Interventionists – Positions were added at Washburn Rural Middle School to provide direct math and reading instruction to students who are experiencing learning gaps as a result of disruptions due to the pandemic.
- Small Group Instruction – Positions were added to each elementary school to increase staffing for art to 1.0 FTE. The additional staff will facilitate another rotation of elective courses for all students K-6. The result of these master schedule changes will be that there will be a time during the school day for students to receive direct teacher instruction that either re-teaches or extends learning objectives. Flexible small groups will be available to provide strategic supports based on achievement data.

How the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act?

Based on feedback collected from numerous stakeholder groups, the most common theme that surfaced for students is structured academic time. Students need additional time with trained professionals that is structured to maximize researched-based instructional best practices with students. Administrators, teachers, school-based mental health professionals, and classified staff are working hard and extending their days to provide opportunities for students to benefit from additional structured academic time. Therefore, Auburn-Washburn will pay staff for working additional hours to complete duties related to student supervision (which includes breakfast in the classroom), working directly with students to address social-emotional or academic deficiencies or needs caused or influenced by the COVID-19 environment, and other duties based on Board of Education policy or direction in direct response to COVID-19.

How the LEA will ensure that the interventions it implements, including but not limited to the interventions under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time, will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students disproportionately impacted by the COVID-19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students.

District administration and building leadership team are meeting to review student achievement data and social-emotional trends with students quarterly. These data review meetings will review data points for all students but will also break data down to student subgroups to ensure each student is on path for recovery and success. Modifications to our approach will be made based on the outcome of data review and social-emotional trend meetings to ensure each subgroup population is progressing.

Allocations

	Direct Allocation	True Up Allocation	Total Allocation		20% Minimum
ESSER III Allocations	\$4,373,713	\$0	\$4,373,713	ESSER III Allocations	\$874,743
Approved Total	\$0	\$0	\$0	Approved Total	\$0
Amount Left	\$4,373,713	\$0	\$4,373,713	Amount Still Needed	\$874,743
In Review Total	\$4,113,464	\$0	\$4,113,464	In Review Total	\$950,000
Amount Left	\$260,249	\$0	\$260,249	Amount Still Needed	\$0

Line Items

ID	Allocation Type	Learning Loss	Function Code	Object Code	Allowable Use	Total Expenditures	Status
437-3-0001	Direct	False	1000	110	3	\$560,000	Task Force Review
437-3-0002	Direct	True	1000	110	12	\$200,000	Task Force Review
437-3-0003	Direct	True	1000	110	4	\$200,000	Task Force Review
437-3-0004	Direct	True	1000	110	4	\$350,000	Task Force Review
437-3-0005	Direct	True	1000	221	3	\$102,000	Task Force Review
437-3-0006	Direct	True	1000	210	3	\$98,000	Task Force Review
437-3-0007	Direct	False	1000	112	3	\$500,000	Task Force Review
437-3-0008	Direct	False	1000	110	12	\$1,056,000	Task Force Review
437-3-0009	Direct	False	2300	150	3	\$800,000	Task Force Review
437-3-0010	Direct	False	2400	110	3	\$80,000	Task Force Review
437-3-0011	Direct	False	1000	221	3	\$99,909	Task Force Review
437-3-0012	Direct	False	2300	221	3	\$61,200	Task Force Review
437-3-0013	Direct	False	2400	221	3	\$6,355	Task Force Review

Line Item Details

Line Item ID: 437-3-0001

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-Elem

Account Number

59-1000-50131-021

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

Positions were added in four large elementary schools to support the social/emotional and behavioral needs of students as they return to school in response to increased internalizing and externalizing behaviors. These positions will also work with teachers to implement school-wide and classroom supports for students.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$280,000
Budgeted Expenditures in SFY 2024	\$280,000
Total Expenditures	<u>\$560,000</u>

Status

Task Force Review

Line Item ID: 437-3-0002

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-Reach-HS

Account Number

59-1000-50137-021

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

Positions were added at the high school level to increase the capacity of the REACH program, which is designed to offer additional support for 9th and 10th graders. Case management, academic planning, tutoring and mentoring, increased parent collaboration and individual goal setting are incorporated into the school day for these students. Hybrid and remote learning environments due to the pandemic have resulted in more students needing support.

The REACH program at Washburn Rural High School is specifically for students that demonstrate particular risk factors. These risk factors are the following: absenteeism, academic struggles measured through missed assignments and grades, behavioral referrals, and reported mental health or overall health factors that are barriers to academic performance. The REACH program attributes that have proven to support achievement despite the risk factors each student presents, includes a core of teachers that provide individualized case management, strategic academic planning, tutoring, monitoring, and the promotion of increased goal setting and communication with parental support. Through ESSER III dollars we added a teaching position to extend the reach of this program that was supported through students' increased risk as a direct result of COVID 19. The subgroup that increased also can be considered at-risk. The ramifications of COVID-19 increased the number of students that demonstrated these risk factors. Therefore the district felt that it was proactive to increase staff in this program to support all of the students, even those that may have temporary risk factors as a result of COVID-19.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$100,000
Budgeted Expenditures in SFY 2024	\$100,000
Total Expenditures	<u>\$200,000</u>

Status

Task Force Review

Line Item ID: 437-3-0003

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 Salaries-Instr. Intervention-MS

Account Number

59-1000-50138-021

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

Positions were added at the middle school to provide direct instruction in Math and Reading to students who are experiencing learning gaps as a result of disruptions due to the pandemic.

As similar to the WRHS Reach Positions, additional staff at WRMS was added to support two specific avenues that would address learning loss as a result of the COVID-19 pandemic. The purpose of these positions were to provide direct instruction to students that did not respond nor thrive in the hybrid and remote environment. WRMS has current tiered systems of support that also existed prior to the COVID-19 pandemic. These Tier II and Tier III structures provide additional instruction that is data driven for the purpose of closing learning gaps in a subgroup of students that indicate through data sources that they are academically at-risk. This subgroup indicates on screening and progress monitoring measures that they are not proficient in the academic skills needed for their grade level or they indicate an inability to achieve that is commensurate with their peers through reports of assignment completion and assignment accuracy/grades. Due to the hybrid and remote responses necessary during the pandemic, students faced an additional barrier with learning, a lack of in person instruction. Because of this additional barrier, our systems of flagging students for academic risk indicated an increase in students needing intervention. Therefore, our response funded through ESSER III supported the addition of these staff members.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$100,000
Budgeted Expenditures in SFY 2024	\$100,000
Total Expenditures	<u>\$200,000</u>

Status

Task Force Review

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

Teacher Salaries-Art-Elem

Account Number

59-1000-50139-021

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

Positions were added at the elementary level to increase staffing for Art to 1.0 FTE in each elementary school. The additional staff will facilitate another rotation of elective courses for all students K-6. The result of these master schedule changes will be that there will be a time in the school day for all students to receive teacher direct instruction that either re-teaches or extends learning objectives. Flexible small groups will be available to provide strategic supports based on achievement data.

At the elementary level, much like WRMS and WRHS, our district experienced an increase in students that demonstrated the following risk factors: absenteeism, academic struggles measured through missed assignments and grades, behavioral referrals, and reported mental health or overall health factors that are barriers to academic performance. In addition, based on the developmental level of elementary students, they presented difficulty in expressing and understanding their emotions as related to the COVID-19 pandemic. With the increase in students that can be best defined as at-risk, and overall mental health considerations as prompted by the impact of COVID-19, the district decided to take an approach to supporting these students at risk through increased art as expressional opportunity for emotions, while using this increased art time to offset the schedule promoting the classroom teachers ability to gather, review data, and provide intervention at the Tier I level through "What I Need" or "WIN Time." WIN Time allows the teacher to address learning gaps in the classroom for students that experienced a loss of learning as a result of the pandemic, while balancing opportunities for enrichment for students that did not experience a learning gap. The WIN Time was made possible at each grade level through additional art classes for all students. The art teachers were provided training opportunities from research driven approach of art therapists to target expression of strong emotions and foster connectedness through this powerful media.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$175,000
Budgeted Expenditures in SFY 2024	\$175,000
Total Expenditures	<u>\$350,000</u>

Status

Task Force Review

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

Benefits-FICA & Medicare

Account Number

59-1000-50220-021

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

Explanations provided with salary account lines.

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$51,000**Budgeted Expenditures in SFY 2024** \$51,000**Total Expenditures** \$102,000**Status**

Task Force Review

Line Item ID: 437-3-0006

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

Benefits-Health Insurance

Account Number

59-1000-50213-021

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

Explanations provided with salary account lines.

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$49,000**Budgeted Expenditures in SFY 2024** \$49,000**Total Expenditures** \$98,000**Status**

Task Force Review

Line Item ID: 437-3-0007

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

Substitute Teachers-COVID-19

Account Number

59-1000-50140-021

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

Dedicated full-time substitutes help ensure that coverage is available and more reliable to meet classroom needs, especially during peak waves of illness. Keeping schools safely open and students in the classroom is a key goal.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$250,000
Budgeted Expenditures in SFY 2024	\$250,000
Total Expenditures	\$500,000

Status

Task Force Review

Line Item ID: 437-3-0008

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 P/T Stipends

Account Number

59-1000-5142-021

Function Code

1000 - Instruction

Object Code

110 - Regular Certified Salaries

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Please describe the expenditures within the account and how they will address a COVID-19 need

To compensate certified educators for additional planning for curricular programs, targeted instructional groups for remote students transferring in or returning to school based on parents' discretion. These activities were in addition to or expected at a pace that is more robust than a typical academic year, driven by data measuring learning loss.

A stipend up to \$1,000 per semester, pro-rated for FTE and start date, will be provided to 526 certified, licensed professionals including teachers, counselors, social workers, psychologists, and interventionists.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$1,056,000
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	\$1,056,000

Status

Task Force Review

Line Item ID: 437-3-0009

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 NameClassified Sal-Recruiting-Retention
Stipend**Account Number**

59-2300-50198-021

Function Code2300 - Support Services (General
Administration)**Object Code**

150 - Additional Compensation

Allowable Use3 - Providing principals and other
school leaders with resources to
address individual school needs.**Please describe the expenditures within the account and how they will address a COVID-19 need**

Covid-19 made recruiting and retaining individuals for support positions like paraprofessionals, bus drivers, and food service workers even more difficult. As key positions have gone unfilled, we have asked staff to take on more of the load. This stipend addresses the extra workload as well as provides incentives for recruiting and retention.

A stipend up to \$1,000 per semester, pro-rated for FTE and start date, will be provided to 499 classified staff members including bus drivers, paraprofessionals, food service, custodians, secretaries, maintenance and grounds workers.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$800,000
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$800,000</u>

Status

Task Force Review

Line Item ID: 437-3-0010

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

Admin Sal-Recruiting-Retention-Stipend

Account Number

59-2400-50198-021

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

To compensate school administrators for the additional workload through the pandemic.

A stipend of \$1,000 per semester will be provided to 35 administrators.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$80,000
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$80,000</u>

Status

Task Force Review

Line Item ID: 437-3-0011

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

Benefits-FICA & Medicare

Account Number

59-1000-50220-021

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

Explanations provided with salary account lines.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$99,909
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$99,909</u>

Status

Task Force Review

Line Item ID: 437-3-0012

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

Benefits-FICA & Medicare

Account Number

59-2300-50220-021

Function Code

2300 - Support Services (General Administration)

Object Code

221 - FICA - Employer's Contribution

Allowable Use

3 - Providing principals and other school leaders with resources to address individual school needs.

Please describe the expenditures within the account and how they will address a COVID-19 need

Explanations provided with salary account lines.

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$61,200**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$61,200**Status**

Task Force Review

Line Item ID: 437-3-0013

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

Benefits - FICA & Medicare

Account Number

59-2400-50220-021

Function Code

2400 - Support Services (School Administration)

Object Code

221 - FICA - Employer's Contribution

Allowable Use

3 - Providing principals and other school leaders with resources to address individual school needs.

Please describe the expenditures within the account and how they will address a COVID-19 need

Explanations provided with salary account lines.

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$6,355**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$6,355**Status**

Task Force Review

ESSER III APPLICATION FOR D0440

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>
Halstead	521 W 6th Street, Halstead, KS 670562197	521 W 6th Street, Halstead, KS 670562197
<u>Superintendent Name</u>	<u>Superintendent E-mail Address</u>	<u>Superintendent Phone Number</u>
Ron Barry	rbarry@usd440.com	(316) 835-2641

Authorized Representative of the District Information

<u>Name</u>	<u>Position of Title</u>	<u>E-mail Address</u>	<u>Phone Number</u>
Susan Adams	Clerk	sadams@usd440.com	(316) 835-2641

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.usd440.com/documents/2021-2022-usd-440-plan-for-safe-return-to-in-person-instruction-and-continuity-of-service/266958>

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?

Masks have been made optional to students, staff, and visitors during the school year. The district has worked with the local health department to make vaccines and boosters available throughout the pandemic. USD 440 has also implemented air purifiers and COVID test kits as part of a different grant opportunity. USD 440 will continue to utilize ESSER funds to hire additional CNA staff members to assist with identifying positive cases in students and staff members when symptoms present themselves. These staff members will also be used to assist with contact tracing to limit the spread. We will continue to make masks available for use for individuals that need supplies. USD 440 may put into effect additional guidelines and/or requirements if cases become high enough that we receive guidance from CDC, state, and/or local governments or health agencies, or if the Board of Education and administration deem it to be necessary.

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

What was the student response rate: There were 27 students that completed the survey out of the 755 students that are enrolled in the district.

The district has provided a summary of ESSER/return to learn plans on our website and continues to solicit feedback through an online form. A survey was sent out to all students regarding feedback on how to best address the impact and needs that COVID-19 has presented. We also hosted open house learning/question/answer opportunities in conjunction with our parent teacher conferences to assist with any questions while also garnering additional feedback. We received feedback from students at all three levels of our buildings. Principals, particularly at the secondary level, continue to have conversations with students on the impacts of COVID, discussing these items with student leadership teams. The following supports received the most interest from our students: Maintaining technology for student use, behavioral supports, instructional supports, and additional extracurricular activities. We will address the activities in other means, but our ESSER plan takes these recommendations into consideration and their needs are ideas incorporated into the plan.

We have student leadership groups in all three buildings who meet routinely with staff and administration in a formal setting to provide feedback of needs within the schools throughout the year to include groups like STUCO, Student Ambassadors, Student Athlete Leadership Team. We are a small district who takes pride in knowing our students personally and have informal conversations with our students daily in the lunchroom, classes, before school, at their activities, after school, and in the community.

Families

What was the parent response rate: 160 parents completed the survey out of the 755 students that are in the district.

The district has provided a summary of ESSER/return to learn plans on our website and continues to solicit feedback through an online form. A survey was sent out to all stakeholders, including parents, regarding feedback on how to best address the impact and needs that COVID-19 has presented. We also hosted open house learning/question/answer opportunities in conjunction with our parent teacher conferences to assist with any questions while also garnering additional feedback. Our plan was administered based upon feedback provided by the stakeholder groups. Advisory groups like site councils, PTO groups, and Booster clubs also had opportunities to raise concerns, ask questions, and provide feedback to administration. Through those surveys and conversations, it was clear that families are supportive of our proposal, with most interested in seeing the following items show up in our ESSER plan: Additional personnel to support academic intervention, Additional behavioral support and interventions; expand mental health and SEL services; and maintain technology for student use. HVAC upgrades was also listed as high, but air filtration was addressed utilizing additional funding from another grant. You will see that these suggestions from families are reflected in the district's plan.

School and District Administrators including Special Education Administration

How did you reach out to the Special Education Administration? What was the response?

- We host bimonthly meetings with the SPED administration where COVID response frequently is part of our discussion and agenda.
- The Special Education Director also hosted a meeting with all Superintendents of the Cooperative where we specifically discussed the needs of covid and how to best utilize ESSER funds.
- Our conversations led to meeting the needs of all students both academically and socially with additional support in mathematics and reading as well as social and emotional support. We also specifically discussed retention of staff during a difficult time to keep people employed. There was discussion about resources for students that was going to be utilized by the SPED set aside dollars.

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 student achievement data and survey/ focus group data from our various special population groups. The team established the district's plan and was supportive of all elements. As a result of these meetings, the following have been determined as most important to address in our district: Additional personnel to provide social/emotional/mental health supports; Additional personnel and tools to assist teachers in monitoring and supporting students' success; Additional personnel to provide supports for students with disabilities; Additional personnel to provide supports for students learning the English Language; Additional personnel to serve as a permanent substitute teacher to support students when teachers are absent; Expanded outside mental and physical health services, Financial incentives to retain staff that works through the pandemic (premium pay/extra hours worked). 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

Staff have been an integral part in providing feedback throughout the COVID-19 Pandemic. Our staff created our initial reopening plan and had input in our Covid tiered response system. The district has provided a survey of our ESSER needs and contacted all staff members requesting feedback. The superintendent relied on the administrative cabinet to create the proposal. Each principal met with an advising group of teachers (building leadership teams) to explain the district's proposal and solicit feedback. The local bargaining unit was a part of talks during our negotiations. Directors are in constant communication with classified staff regarding needs due to the impact of COVID-19 and relay those needs to the Superintendent. Certified and classified staff members had access to responding to the survey as well as open house meetings. As a result of these meetings and survey data collected, the following have been determined as most important to address in our district: Financial incentives to retain staff that work through the pandemic (premium pay/pay for extra hours worked); Additional personnel to provide social/emotional/mental health support of students and staff; Additional personnel to support academic intervention, and programs; Summer learning programs; Providing updated technology (software and hardware) to support student learning in the classroom and at home. You will see that this information plays a prominent role in our ESSER plan.

The district has provided a summary of ESSER/return to learn plans on our website and continues to solicit feedback through Site Councils meetings, BLT Meetings, staff meetings, and parent teacher conferences.

Tribes

What was the response rate from tribes – We have two families who identify as Native American that completed the survey out of 14 reported as members of a tribe in our student information system. I have had personal meetings with Briana Hodges, as a representative of our families who identify as being a part of a tribe, who has a student in 5th grade at HMS. She supports our ESSER III plan focusing on academic gaps in reading and mathematics, increased social and emotional support for student with behavior needs, teacher retention, summer learning plans to fill gaps, maintaining technology for students, and continuing to invest in the development of our staff are all areas or strategies that would be of great benefit. There are not any Native American Reservations located within 50 miles of our district's boundaries. As part of our survey sent out to stakeholders, we did ask stakeholders to be identified in a variety of categories. One area of identification was that of Native American Tribe member. We did receive a limited number of responses from parents that were also tribe members; the following have been determined as most important to address in our district: Maintain technology for student use, Additional personnel for academic intervention, additional behavioral support, and intervention, expanded SEL and mental health services, supporting needs for post-secondary success, and offering more professional development support for teacher growth. We addressed the needs of this group either through our ESSER plan or other grant opportunities.

Civil Rights Organization including Disability Rights Organizations

Although we do not have a local chapter of a civil rights group in our community, we reached out to Communities organizing to Promote Equity through KU Med, as well as John Wilson at the Kansas Action for Children to provide feedback on meeting the needs of the variety of subgroups of students. While we did not hear back from them, we believe that we are meeting the needs of the subgroups by addressing learning loss in a summer school opportunity, hiring additional staff to support math and reading instruction lost during the pandemic, hiring a staff member to assist with the social and emotional needs of students, utilizing funds for retaining qualified staff members, continuing to purchase technology which will provide tools to make learning more accessible and leveled for students in these sub groups.

The district is unaware of any Civil Rights Organizations within our district's boundaries and has done the research to confirm as a rural district in Kansas. We did ask stakeholders in our survey if they were representatives of any civil rights organization, or if they or their students represent one of the following populations: ELL, child with a disability, foster care, homeless, migratory population, incarceration, and/or children who are underserved. While we do not have representatives from all areas in the survey, we did hear from stakeholders that were representative of children with disabilities, ELL population, and students in the foster care system. We did make ourselves available at our open house/parent teacher conferences to all stakeholder groups and made them aware through newspaper articles, social media posts, emails, and word of mouth. Our plan will address the following supports which we believe will benefit all populations of our students and meet the needs of the feedback that we received: Additional personnel to provide social/emotional/mental health support of students and staff; Additional personnel to support academic intervention, and programs; Additional personnel to provide support for students who may be disabled, homeless, migrant, learning the English language, or placed in foster care; Before/after school tutoring programs; Summer learning programs; Providing updated technology (software and hardware) to support student learning in the classroom and at home. You will see that this information plays a prominent role in our ESSER 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

What were the responses for each subgroup:

- Children with disabilities we had 7 parents who completed the survey and were willing to identify their student as a child with disabilities and utilizing our student information system we have 115 families of students who are identified with disabilities.
- ELL – 3 parents who completed the survey and identified their student as ELL and utilizing our student information system we have 6 families in the district that have students identified as ELL.
- Children experiencing homelessness – We did not have anyone identify themselves as a parent that has a child experiencing homelessness and utilizing our student information system, we have 0 students identified or known as homeless in the district.
- Children in foster care – we had one parent complete the survey and identified their student as a child in foster care and utilizing our student information system we have 6 families in the district who have students identified in the foster care system.
- Migratory students - We did not have anyone identify themselves as a parent of a migratory student and utilizing our student information system we have 0 students identified in the district.
- Children incarcerated - We did not have anyone identify themselves as a parent of an incarcerated student and utilizing our student information system we have 0 students identified in the district.
- We do not have other underserved areas that are addressed in our survey or were identified at any public held event that we hosted.

The district has provided a survey to families and staff, held open houses, met with a variety of stakeholder groups to receive feedback on how to best utilize ESSER resources for our students who are served in our at risk populations to include children with disabilities, English Learners, children experiencing homelessness, children in foster care, migratory students, children who are incarcerated, and other underserved students. Principals have met with an advising group of parents/guardians, SITE Council members, PTO members, and members of the booster club to explain the district's proposal and solicit feedback. The Superintendent serves on the board of the Special Education Cooperative and has had multiple meetings where we have discussed feedback received from staff, parents, and students regarding SPED needs. The Cooperative held an open house informative meeting for parents and students with special needs. We have utilized that information as well as our survey to address the needs of these interest groups with our SPED ESSER dollars as well as addressing the needs with our locally allocated funds. Our plan will address the following supports which we believe will benefit all populations of our students and meet the needs of the feedback that we received: Additional personnel to provide social/emotional/mental health support of students and staff; Additional personnel to support academic intervention, and programs; Additional personnel to provide support for students who may be disabled, homeless, migrant, learning the English language, or placed in foster care; Before/after school tutoring programs; Summer learning programs; Providing updated technology (software and hardware) to support student learning in the classroom and at home. You will see that this information plays a prominent role in our ESSER plan.

Provide the public the opportunity to provide input and take such input into account

Public: what was the response rate and what was the responses: We did not receive any responses in our survey from the general public. We have discussed our plans and results of our response to COVID at our Board meeting, which the information has been shared via the local newspaper. No public comments, calls, emails or questions have ever come in during anytime of COVID response during the pandemic.

The district has provided a summary of our ESSER III plan on our website and contacted all patrons requesting feedback (e-mail listservs/social media/website link). The public was also invited to attend an open house where information was shared data was shared through open meetings, including Board Meetings with the presentation documents available for public review. An overview of the plan has been available (including when it is updated) at our board meetings and on our website.

Use of Funds for Learning Loss Set Aside and The Rest of The Allocation

Please briefly describe the impacts of COVID-19 on the district and its Pre-K through 12 students, including any relevant data where possible (e.g., cost impact, learning loss, emotional impact on students). If there has been a disproportionate impact on a special population in the district (e.g., students with disabilities, English Learners, students in foster care, students in poverty, etc.), please describe the impact and provide the number of Pre-K through 12 students in that population.

COVID -19 had an impact on students from mental health to academic health. The number of students receiving mental health services from a licensed master's level social worker doubled last year. Additionally, students reported more stress and anxiety about the unknown and loss of time at school. Academically students were impacted most in the areas of mathematics and reading. The district had over 40% of students scoring a 3 or 4 on the state assessments in mathematics prior to the pandemic. In the 202-21 school year that number decreased to just over 24% in level 3 and 4. ELA state assessment trends took a similar decline with over 42% scoring a 3 or 4 on the state assessments in the 2018-2019 school year to just over 31%. Fastbridge screening data in grades 4-8 shows an increase in Tier 2 mathematics by 3% and Tier 3 by 5% from Fall of 2019 to Spring of 2022. We also saw an increase in by 4% of students in both Tier 2 and Tier 3 reading from fall 2019 to spring 2022. Our average High School ACT scores dropped a point from 2019-2021 and we are class of 2022 will likely see the lowest graduation rate in over a decade at under 88%. We have seen absences increase due to illnesses and other social and emotional needs. The districts chronic absenteeism increased from 11.4% in 2019 to 18.5% in 2021-22 school year which is 1% higher than the state average. Our wellness room in the middle school is where students go to become regulated when they lose social or emotional control of their actions. We have seen an increase in visits to this room by 19.7% from pre pandemic levels to the end of the 21-22 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)

The district will develop evidence-based interventions and supports based using the frameworks for Multi-Tiered Systems of Support for a summer school program. Students who are identified as most at-risk will be invited to attend those programs. The evidence-based / researched-based evidence will be maintained by the district. Students who were identified as at-risk (regardless of family income, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students) will receive supports based on data collected through assessments, with progress, monitored throughout their enrollment in our district. Adjustments will be made based on information gained. With the use of ESSER funds we will add an additional At-Risk math instructor for the 2022-2023 school year which will allow the district to align evidence based/research-based strategies in grades k-12 and provide support systems to learners who have been impacted by the pandemic. This is like our system approach that we utilize in ELA. We will utilize Fastbridge data, local assessments, state assessments, and ACT scores to drive our evidence based/research based instructional practices.

How the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act?

Many of the ARP ESSER III funds will be used to maintain the level of service in subsequent school years as planned and approved in the district's ESSER III application. Including hiring a Director of Social and Emotional Learning to assist with creating evidence based/research-based strategies to meet the needs of all students and staff while aligning our practices district wide. We will continue to offer summer school programs to assist our at-risk populations with retention of learning during the academic break. Providing financial incentives to maintain staffing levels throughout the pandemic (premium pay). Supporting student learning both in the school and at home through more interactive technology hardware and software. The hiring of an At-Risk Math teacher to support students. Adjustments will be made based on information gained and as additional needs are discovered.

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 develop evidence-based interventions and supports based using the frameworks for Multi-Tiered Systems of Support for both summer learning opportunities and with instructional practices throughout the year. Students who were identified as at-risk (regardless of family income, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students.) will receive supports based on data collected through assessments, with progress, monitored throughout their enrollment in our district. An FTE will be added to address Social and Emotional learning with ESSER funds to assist in identifying evidence based and research-based practices that can be implemented by all staff. These practices will be implemented to meet the needs of all students including those with disabilities, low-income families, students of color, English learners, students experiencing homelessness or placed in foster care and migratory students. The district will remove as many barriers as possible to make certain that all students have access to the supports and structures found in this application. Adjustments will be made based on information gained.

Allocations

	Direct Allocation	True Up Allocation	Total Allocation		20% Minimum
ESSER III Allocations	\$954,535	\$0	\$954,535	ESSER III Allocations	\$190,907
Approved Total	\$0	\$0	\$0	Approved Total	\$0
Amount Left	\$954,535	\$0	\$954,535	Amount Still Needed	\$190,907
In Review Total	\$865,671	\$0	\$865,671	In Review Total	\$203,163
Amount Left	\$88,864	\$0	\$88,864	Amount Still Needed	\$0

Line Items

ID	Allocation Type	Learning Loss	Function Code	Object Code	Allowable Use	Total Expenditures	Status
440-3-0001	Direct	False	2111	111	10	\$151,200	Task Force Review
440-3-0002	Direct	False	2111	220	10	\$11,566	Task Force Review
440-3-0003	Direct	False	2111	260	10	\$152	Task Force Review
440-3-0004	Direct	True	1000	111	11A	\$75,376	Task Force Review
440-3-0005	Direct	True	1000	220	11A	\$5,914	Task Force Review
440-3-0006	Direct	True	1000	260	11A	\$80	Task Force Review
440-3-0007	Direct	False	1000	150	16	\$265,000	Task Force Review
440-3-0008	Direct	False	1000	220	16	\$20,670	Task Force Review
440-3-0009	Direct	True	1000	111	12	\$114,500	Task Force Review
440-3-0010	Direct	True	1000	220	12	\$7,293	Task Force Review
440-3-0011	Direct	False	2111	210	10	\$13,920	Task Force Review
440-3-0012	Direct	False	1000	736	9	\$200,000	Task Force Review

Line Item Details

Line Item ID: 440-3-0001

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

Director Social Emotional Learning

Account Number

07E2111110100606

Function Code

2111 - Supervision of Attendance and Social Work 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

USD 440 will utilize ESSER III funds to provide mental health services and support. USD 440 will recruit and hire a person to provide additional support for staff and students regarding evidence based practices for mental health, counseling, social services and support for students as a response to the increased social and emotional needs from the pandemic. The support in these practices will aid in student achievement that has been negatively impacted by the pandemic. Maslow's needs teaches us that students must feel safe in the learning environment prior to being able to learn cognitively. The position will evaluate current systems, instruction, evaluation tools, support systems, and resources to implement a systematic approach to SEL that is aligned in grades pk-12. The position will support staff, students, parents, and connect with community partners to meet the needs of all learners including low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$75,600
Budgeted Expenditures in SFY 2024	\$75,600
Total Expenditures	<u>\$151,200</u>

Status

Task Force Review

Line Item ID: 440-3-0002

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

Director SEL benefits

Account Number

07E21112200100606

Function Code

2111 - Supervision of Attendance and Social Work Services

Object Code

220 - Social Security Contributions

Allowable Use

10 - Providing mental health services and supports.

Please describe the expenditures within the account and how they will address a COVID-19 need

USD 440 will utilize ESSER III funds to provide mental health services and support. USD 440 will recruit and hire a person to provide additional support for staff and students regarding evidence based practices for mental health, counseling, social services and support for students as a response to the increased social and emotional needs from the pandemic. The support in these practices will aid in student achievement that has been negatively impacted by the pandemic. Maslow's needs teaches us that students must feel safe in the learning environment prior to being able to learn cognitively. The position will evaluate current systems, instruction, evaluation tools, support systems, and resources to implement a systematic approach to SEL that is aligned in grades pk-12. The position will support staff, students, parents, and connect with community partners to meet the needs of all learners including low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$5,783
Budgeted Expenditures in SFY 2024	\$5,783
Total Expenditures	<u>\$11,566</u>

Status

Task Force Review

Line Item ID: 440-3-0003

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

Director SEL Unemp Benefits

Account Number

07E21112600100606

Function Code

2111 - Supervision of Attendance and Social Work Services

Object Code

260 - Unemployment Compensation

Allowable Use

10 - Providing mental health services and supports.

Please describe the expenditures within the account and how they will address a COVID-19 need

USD 440 will utilize ESSER III funds to provide mental health services and support. USD 440 will recruit and hire a person to provide additional support for staff and students regarding evidence based practices for mental health, counseling, social services and support for students as a response to the increased social and emotional needs from the pandemic. The support in these practices will aid in student achievement that has been negatively impacted by the pandemic. Maslow's needs teaches us that students must feel safe in the learning environment prior to being able to learn cognitively. The position will evaluate current systems, instruction, evaluation tools, support systems, and resources to implement a systematic approach to SEL that is aligned in grades pk-12. The position will support staff, students, parents, and connect with community partners to meet the needs of all learners including low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$76
Budgeted Expenditures in SFY 2024	\$76
Total Expenditures	<u>\$152</u>

Status

Task Force Review

Line Item ID: 440-3-0004

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

Summer School Salaries

Account Number

07E10001110100606

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

USD 440 will address learning loss due to the pandemic through the use of an extended learning opportunity in the summer. The district will identify at risk student populations including low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth who have been negatively impacted in mathematics and reading during the time that COVID-19 has been present in our communities. Funds will be used for staff to meet students academic needs by utilizing Fastbridge data to guide research based/evidence based instructional practices to either improve academic performance or lessen the impact that a summer break has on our student population.

This information is for budget expenditures in SFY 2022

Staff

Certified \$2080 per person

*Teach/plan/prep-80 hours=\$2080

*Taxes/unem-(7.65% & .01)=\$161.20

TOTAL=\$2,241.20/person X 11 staff= \$24,653.20

Classified \$1200 per person

*Teach/plan/prep-80 hours=\$1200

*Taxes/unem-(7.65% & .01)=\$93

TOTAL=\$1293/person x 7 staff=\$9,051

Principal X 1 staff=\$4310

*Plan/prep \$4000

*Taxes/unem-(7.65% & .01)=\$310

For the 2023 budget expenditures we anticipate adding one more certified staff to assist with student needs

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$36,726
Budgeted Expenditures in SFY 2023	\$38,650
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$75,376</u>

Status

Task Force Review

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

Summer School Benefits

Account Number

07E10002200100606

Function Code

1000 - Instruction

Object Code

220 - Social Security Contributions

Allowable Use

11A - Planning and implementing summer learning or enrichment programs.

Please describe the expenditures within the account and how they will address a COVID-19 need

USD 440 will address learning loss due to the pandemic through the use of an extended learning opportunity in the summer. The district will identify at risk student populations including low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth who have been negatively impacted in mathematics and reading during the time that COVID-19 has been present in our communities. Funds will be used for staff to meet students academic needs by utilizing Fastbridge data to guide research based/evidence based instructional practices to either improve academic performance or lessen the impact that a summer break has on our student population.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$2,957
Budgeted Expenditures in SFY 2023	\$2,957
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$5,914</u>

Status

Task Force Review

Line Item ID: 440-3-0006

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

Summer School Unemp Benefits

Account Number

07E10002600100606

Function Code

1000 - Instruction

Object Code

260 - Unemployment Compensation

Allowable Use

11A - Planning and implementing summer learning or enrichment programs.

Please describe the expenditures within the account and how they will address a COVID-19 need

USD 440 will address learning loss due to the pandemic through the use of an extended learning opportunity in the summer. The district will identify at risk student populations including low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth who have been negatively impacted in mathematics and reading during the time that COVID-19 has been present in our communities. Funds will be used for staff to meet students academic needs by utilizing Fastbridge data to guide research based/evidence based instructional practices to either improve academic performance or lessen the impact that a summer break has on our student population.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$40
Budgeted Expenditures in SFY 2023	\$40
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$80</u>

Status

Task Force Review

Line Item ID: 440-3-0007

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

Retention Payment - Salaries

Account Number

07E10001500100606

Function Code

1000 - Instruction

Object Code

150 - Additional Compensation

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Please describe the expenditures within the account and how they will address a COVID-19 need

USD 440 is utilizing ESSER funds for the purpose of providing premium pay, or additional compensation, for all district personnel. The total amount will be paid will be \$1000 for any person who worked during the entire previous school year and returned for employment at the start of the school year in August. This additional pay is reasonable and necessary given the following anticipated and increased job related duties that will need to take place during 2022-2023, 2023-2024 school years in response to academic and social/emotional learning loss due to the COVID-19 pandemic as well as to maintain the current number of staff necessary to safely operate during the pandemic given the staffing shortages found across the state. Additionally, the following has been discussed and agreed to through our local negotiations plan or agreement.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$120,000
Budgeted Expenditures in SFY 2023	\$145,000
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$265,000</u>

Status

Task Force Review

Line Item ID: 440-3-0008

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

Retention Payment - Benefits

Account Number

07E10002200100606

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

USD 440 is utilizing ESSER funds for the purpose of providing premium pay, or additional compensation, for all district personnel. The total amount will be paid will be \$1000 for any person who worked during the entire previous school year and returned for employment at the start of the school year in August. This additional pay is reasonable and necessary given the following anticipated and increased job related duties that will need to take place during 2022-2023, 2023-2024 school years in response to academic and social/emotional learning loss due to the COVID-19 pandemic as well as to maintain the current number of staff necessary to safely operate during the pandemic given the staffing shortages found across the state. Additionally, the following has been discussed and agreed to through our local negotiations plan or agreement.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$9,360
Budgeted Expenditures in SFY 2023	\$11,310
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$20,670</u>

Status

Task Force Review

Line Item ID: 440-3-0009

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

HHS MTSS Interventionist

Account Number

07E10001110200606

Function Code

1000 - Instruction

Object Code

111 - Full-Time Certified Salaries

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Please describe the expenditures within the account and how they will address a COVID-19 need

USD 440 will address the learning loss of students by hiring a math interventionist to address learning loss of the pandemic for all students, to include low-income children or students; children with disabilities; English learners; racial and ethnic minorities; students experiencing homelessness; and foster care youth; that have data showing the need for additional intervention and support.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$45,000
Budgeted Expenditures in SFY 2023	\$48,500
Budgeted Expenditures in SFY 2024	\$21,000
Total Expenditures	\$114,500

Status

Task Force Review

Line Item ID: 440-3-0010

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

HHS MTSS Interventionist - Benefits

Account Number

07E10002200200606

Function Code

1000 - Instruction

Object Code

220 - Social Security Contributions

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Please describe the expenditures within the account and how they will address a COVID-19 need

USD 440 will address the learning loss of students by hiring a math interventionist to address learning loss of the pandemic for all students, to include low-income children or students; children with disabilities; English learners; racial and ethnic minorities; students experiencing homelessness; and foster care youth; that have data showing the need for additional intervention and support.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$3,510
Budgeted Expenditures in SFY 2023	\$3,783
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	\$7,293

Status

Task Force Review

Line Item ID: 440-3-0011

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

Director SEL - Health Ins Benefits

Account Number

07E21112100100606

Function Code

2111 - Supervision of Attendance and Social Work 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

USD 440 will utilize ESSER III funds to provide mental health services and support. USD 440 will recruit and hire a person to provide additional support for staff and students regarding evidence based practices for mental health, counseling, social services and support for students as a response to the increased social and emotional needs from the pandemic. The support in these practices will aid in student achievement that has been negatively impacted by the pandemic. Maslow's needs teaches us that students must feel safe in the learning environment prior to being able to learn cognitively. The position will evaluate current systems, instruction, evaluation tools, support systems, and resources to implement a systematic approach to SEL that is aligned in grades pk-12. The position will support staff, students, parents, and connect with community partners to meet the needs of all learners including low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$6,960
Budgeted Expenditures in SFY 2024	\$6,960
Total Expenditures	<u>\$13,920</u>

Status

Task Force Review

Line Item ID: 440-3-0012

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 Equipment

Account Number

07E10007360100606

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 440 will utilize ESSER funds for devices for students and staff which will aid the educational interaction between students and staff both in the classroom and outside of the classroom in the event that the student or staff member is impacted by COVID 19. This technology will benefit all students to include low-income students and children with disabilities.

The purchase of 277 I-pads each fiscal year to keep us at a one-to-one ratio. The cost of the I-pads are \$399.00 per device.

Budgeted Expenditures in SFY 2021	\$0
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Budgeted Expenditures in SFY 2022	\$0
--	-----

Budgeted Expenditures in SFY 2023	\$100,000
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Budgeted Expenditures in SFY 2024	\$100,000
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Total Expenditures	<u>\$200,000</u>
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Status

Task Force Review

ESSER III APPLICATION FOR D0444

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>
Little River	455 Prairie, Little River, KS 67457	Box 218, Little River, KS 674570218
<u>Superintendent Name</u>	<u>Superintendent E-mail Address</u>	<u>Superintendent Phone Number</u>
Brent Garrison	bgarrison@usd444.com	(620) 897-6325

Authorized Representative of the District Information

<u>Name</u>	<u>Position of Title</u>	<u>E-mail Address</u>	<u>Phone Number</u>
Brent W Garrison	Superintendent of Schools	bgarrison@usd444.com	(620) 491-0005
<u>Other District Representative 1 - Name</u>		<u>Other District Representative 1 - E-mail Address</u>	
Marsha Heinly		mheinly@usd444.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.usd444.com/documents/covid-19-virus/109528>

Use of Funds for CDC Guidance

How will the funds be used to implement prevention and mitigation strategies that are, to the greatest extent practicable, consistent with the most recent CDC guidance on reopening schools, in order to continuously and safely open and operate schools for in-person learning?

All ESSER 3 funds will be used on a priority basis first and foremost to keep our schools safe and to keep students in school face to face. Funds have addressed and will continue to be used to keep facilities clean and to follow protocols related to the pandemic. It is our goal to have face to face learning 100% of the time so precaution is taken when needed to keep students and staff healthy and safe.

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 along with discussion was held with a student advisory groups. Principal led small class discussion on programs that would benefit student learning was part of the consultation process with the student body. Online student surveys regarding the use of funds was also part of the informational and data gathering process with approximately 80% of students completing the survey. The survey was guided with questions related to uses that would be appropriate. Student meetings with principals regarding preferences were taken into consideration with regards to learning loss and methods of delivery of our instruction. Student input was important when discussing programs related to learning loss.

The best solution of method that was used for us was through the student advisory groups in both buildings. The student advisory groups were led in discussion by building principals about the proposed use of funds. Student advisory groups felt that having a social worker or counselor was top priority as well as additional supplies and support system for all students.

Families

Every parent or guardian was represented by building level and district level site council representatives. ESSER funding was on the agenda for multiple meetings and discussed as an agenda item by those representatives. Parents were encouraged multiple times to complete a survey regarding the use of ESSER 3 funds. The use of our sms message system was used to send survey to all parents. Families were given multiple chances to give input on the use of funds as it related to them.

The response rate, despite many efforts from families, was less then 25%. The use of our SMS system was used to solicit input from our families. A direct link of the survey was shared to all parents and guardians. I credit the lower return rate on surveys, due to the trust that has been developed over the years with regards to spending and budget. It may also be due to the true lack of a true understanding of the additional funding source. The responses varied, but the majority favored additional pay for staff, additional support services for struggling students, and mental health assistance. Additional support at the elementary level was noted due to some larger class sizes on the narrative or open ended questions.

School and District Administrators including Special Education Administration

ESSER III funds have been discussed publicly at monthly board meetings for a number of months. All administrators worked collaboratively to discuss the plan and use of funds with regards to special education needs and students. Special education students and staff were consulted with in the decisions made regarding the use of the funds.

Teachers, Principals, School leaders, other Educators, School Staff and their Unions

ESSER 3 funds were discussed as a collaborative team at our weekly late start meetings on numerous occasions with all staff. Certified and classified staff were part of the conversation. A survey was sent to all staff regarding the use of ESSER funds. Results of that survey were given high consideration in the application process. Possible programs were on the agenda at multiple late start meetings to address learning loss and increase student learning. The purchase of a few programs were discussed with specific teams as it related to core subjects such as math or reading. On-line programs that met the needs of our students were chosen collaboratively by staff. Administrative meetings included the agenda item for a number of months on how to best spend the funds.

Direct contact and discussion was made with the teacher representatives in our district. In our district they are designated as the union representatives. They strongly suggested, due to our lower base pay, additional workload created from Covid-19, that monies be used to compensate and retain our highly qualified teachers and staff. Other discussion centered around additional support for our students. Representatives were in agreement that additional mental health support be given and monies spent to assist our students and staff in this area.

Tribes

Due to the lack of local organizations in the district, I reached out to the Kansas Association of Native American education and specifically the Praire Band Potwwatomie nation to gather information. Locally, administration visited with the families that have some tribal connection to include and solicit input and encouraged them to fill out the survey.

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. A response was sent back with some good suggestions such as: look for ways to provide high quality day care, additional food programs to make sure all kids are fed and ready for school. They also suggested retention pay to keep high quality teachers and staff on board, which is in our ESSER plan. Other ways, I feel USD 444 has addressed the needs of our most needy group of students are listed below.

Social Emotional interventionists to identify and support students at risk and all students

Additional programs assessment to help identify students at risk of bullying, discrimination, or marginalization

Increased social and emotional learning time and researched base program implemented at the Elementary school

Hiring of additional staff through the MHI grant (school liaison)

In house mental health has increased with the hiring of the liaison to work with the parents of students with disabilities and/or other underprivileged students (mainly poverty due to the low number of minority 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

I worked closely with the special education director in soliciting input and feedback regarding students with special disabilities and other learning disabilities. Survey results were discussed collectively as well countywide. USD 444 currently does not have any students who are incarcerated or migrants. USD 444 has been working closely with the Center for Mental Health out of Great Bend, Kansas. We are part of the Mental Health grant and specifically hired a mental health school liaison to work with our underprivileged and struggling students. Currently, we have 12 students receiving mental health services. Consultation with the center and our school liaison was part of the process of determining programs and the use of funds to benefit all students. Currently, we do not have any foster students in our district to gather data from. The discussion was held with special education staff in the district as well as the county-wide director of special education to best determine the needs and use of funds for specific programs for students with disabilities. At this time USD 444 does not have any incarcerated, migratory, or foster children in the district. Due to the small number of students, my principals were personally able to speak to the English learners and the students that are deemed homeless in our district. The total number of students most recently identified was a total of three students in that subgroup. Specifically, desecrating them in a survey would have not been productive. Those few students responded by stating that educational programs to benefit the subgroups or programs specifically for students like them would be most beneficial. They did see value in IXL and other online programs the district has already been using. Parents of those students with disabilities were part of the survey, which gave us feedback regarding this subgroup in USD 444. That data and feedback were considered when looking at school-wide programs or purchases that would benefit the student with disabilities as well as the regular students in our district. The parent group was in agreement with additional funding to be used in the following ways. The majority recommended additional academic programs, additional tutoring for struggling students, support systems in place such as MTSS or a tier system, and summer schools as options they responded to on the survey.

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. Results of surveys were considered by the board from both staff and community members. A survey was sent to all parents and guardians via our sms messaging system and also posted on our website for the general public. Notification was sent to the public about the availability of the ESSER fund survey. Site Councils were also an avenue to try to educate and get feedback regarding funds at both Windom Elementary and Little River Jr/Sr high school.

Response rate from public members outside of families was minimal. The public was notified through our local newspaper about the ESSER funding in form of board minutes and discussion. They were also notified and made aware of the community survey available on our website. Other methods attempted to gather more public input was through the use of our Site Council members. It was discussed at both building level Site Council meetings. More information was gathered through informal conversations to administrators in the district than the actual survey results. Summer school, mental health, additional pay, and smaller class size again was identified as 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.

As a small rural community in Kansas we certainly feel that Covid did not have the negative impact that some larger communities and other students might have had as a result of the pandemic. I feel our students were very fortunate to have staff members that were willing to teach in person during all but the late spring of 2020. However, we are far from immune to the negative impact and certainly want to be proactive to help those most affected. We were able to attend to continue learning for the most part. Learning loss based on our data was evident so we took some measure to try to combat that loss. Summer school and after school tutoring were used to attempt to get those students back on track or at the level we want them to be achieving. Our staff felt that the social and emotional toll of the pandemic only escalated behaviors and the needs of our students. To combat this which is part of our ESSER request is the additional staff to meet the needs of these and all students. The hiring of additional staff was critical and has proven beneficial but the chronic absenteeism and needs have increased. It was very evident from staff and community surveys that we needed to address the social and emotional needs and do everything we could to combat the after effects of the pandemic. The emotional impact appears to be at the secondary level in our case even more than primary.

How the LEA will use the funds it reserves under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year? (Provide specific references to evidence-based interventions that meet one of the four tiers of evidence, as defined in Sec. 8101(21) of ESEA)

ESSER funds for USD 444 will be used to address the academic loss of instructional time through many implementations of evidence-based programs. Summer school was provided this past year and will be offered to all students again for the 22-23 summer. After school tutoring has been implemented at the secondary level to assist students who have fallen behind academically. More significant interventions include a newly formed and hired MTSS specialist at the Jr/Sr high school. This person is serving students based on the statewide MTSS model at the secondary level to combat learning loss and gaps in achievement.

How the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act?

USD 444 has chosen to spend the ESSER funds on the following items after much consideration and consultation with all stakeholders. I feel all of the chosen uses of funds will benefit student learning for the next two years and beyond. Additional training for staff will continue to be provided in the area of professional development. Specific training will be used for staff to gain knowledge in areas associated with learning loss. LETRS training is being provided to several staff members and is an example of training that will benefit student learning and those that were affected by the pandemic. Summer school, hiring off additional Social and Emotional Staff as mentioned previously, IXL (individualized math program) that can be used on-site and off as needed. Additional on-line programs will also be utilized and included in case of any disruption of learning. Additional technology purchases for teachers to enhance on site and remote if needed will also be purchased to equip all staff with the necessary tools to provide not only on-site but remote learning if needed. Additional custodian staff, additional teacher aides, and additional nurse time was and still is needed. All of these will all be included in the use of ESSER funds. Also included in the use of ESSER funds is premium pay for all staff on a prorated basis. Despite all of the disruptions over the past two years staff has remained committed to ensuring our students remain in person. This goal was accomplished but it took a great deal of flexibility and extra work to make this happen. Our entire staff worked additional time to accommodate the disruptions and challenges that the pandemic brought to us in education. Because of this, we plan to utilize ESSER funds for premium pay for all staff in order to recognize the additional time and effort it took to make in-person learning happen everyday.

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 monitor student performance with our existing progress monitoring and screening programs. We currently use NWEA MAP as a screener for all students and AmesWeb for progress monitoring of students in our intervention programs. Students that missed school for an extended time or who were homeschooled during the pandemic will receive extra attention and support. We will implement SABERS from Fastbridge to help monitor the social emotional health of our students. Additionally, we used ESSER funds to hire social emotional interventions to help monitor student mental health and provide support when needed.

Allocations

	Direct Allocation	True Up Allocation	Total Allocation
ESSER III Allocations	\$267,430	\$0	\$267,430
Approved Total	\$0	\$0	\$0
Amount Left	\$267,430	\$0	\$267,430
In Review Total	\$267,430	\$0	\$267,430
Amount Left	\$0	\$0	\$0

	20% Minimum
ESSER III Allocations	\$53,486
Approved Total	\$0
Amount Still Needed	\$53,486
In Review Total	\$69,745
Amount Still Needed	\$0

Line Items

ID	Allocation Type	Learning Loss	Function Code	Object Code	Allowable Use	Total Expenditures	Status
444-3-0001	Direct	False	1000	111	16	\$45,222	Task Force Review
444-3-0002	Direct	False	1000	121	16	\$5,560	Task Force Review
444-3-0003	Direct	True	1000	121	12	\$30,408	Task Force Review
444-3-0004	Direct	True	1000	111	11A	\$8,043	Task Force Review
444-3-0005	Direct	True	1000	121	12	\$17,160	Task Force Review
444-3-0006	Direct	False	1000	220	16	\$3,884	Task Force Review
444-3-0007	Direct	True	1000	220	12	\$2,326	Task Force Review
444-3-0008	Direct	True	1000	220	12	\$1,312	Task Force Review
444-3-0009	Direct	True	1000	220	11A	\$645	Task Force Review
444-3-0010	Direct	False	1000	260	16	\$50	Task Force Review
444-3-0011	Direct	True	1000	290	11A	\$8	Task Force Review
444-3-0012	Direct	True	1000	290	12	\$30	Task Force Review
444-3-0013	Direct	False	1000	290	16	\$182	Task Force Review
444-3-0014	Direct	False	1000	121	16	\$1,390	Task Force Review
444-3-0015	Direct	False	1000	220	16	\$106	Task Force Review
444-3-0016	Direct	False	1000	260	16	\$2	Task Force Review
444-3-0017	Direct	True	1000	100	12	\$6,840	Task Force Review
444-3-0018	Direct	True	1000	220	12	\$524	Task Force Review
444-3-0019	Direct	True	1000	260	12	\$6	Task Force Review
444-3-0020	Direct	True	1000	260	12	\$18	Task Force Review
444-3-0021	Direct	False	1000	300	12	\$22,752	Task Force Review
444-3-0022	Direct	True	1000	300	12	\$2,425	Task Force Review
444-3-0023	Direct	False	1000	610	11A	\$258	Task Force Review
444-3-0024	Direct	False	2120	111	16	\$926	Task Force Review
444-3-0025	Direct	False	2120	220	16	\$70	Task Force Review
444-3-0026	Direct	False	2120	260	16	\$2	Task Force Review
444-3-0027	Direct	False	2120	111	16	\$926	Task Force Review
444-3-0028	Direct	False	2120	260	16	\$70	Task Force Review
444-3-0029	Direct	False	2120	111	16	\$926	Task Force Review
444-3-0030	Direct	False	2120	111	16	\$926	Task Force Review

444-3-0031	Direct	False	2120	220	16	\$70	Task Force Review
444-3-0032	Direct	False	2120	260	16	\$2	Task Force Review
444-3-0033	Direct	False	2120	220	16	\$70	Task Force Review
444-3-0034	Direct	False	2120	260	16	\$2	Task Force Review
444-3-0035	Direct	False	2120	290	16	\$121	Task Force Review
444-3-0036	Direct	False	2120	290	16	\$121	Task Force Review
444-3-0037	Direct	False	2120	260	16	\$2	Task Force Review
444-3-0038	Direct	False	2120	111	10	\$12,500	Task Force Review
444-3-0039	Direct	False	2120	111	10	\$12,500	Task Force Review
444-3-0040	Direct	False	2120	220	10	\$957	Task Force Review
444-3-0041	Direct	False	2120	220	10	\$957	Task Force Review
444-3-0042	Direct	False	2120	260	10	\$12	Task Force Review
444-3-0043	Direct	False	2120	260	10	\$12	Task Force Review
444-3-0044	Direct	False	2120	111	10	\$16,462	Task Force Review
444-3-0045	Direct	False	2120	111	10	\$16,462	Task Force Review
444-3-0046	Direct	False	2120	220	10	\$1,258	Task Force Review
444-3-0047	Direct	False	2120	220	10	\$1,258	Task Force Review
444-3-0048	Direct	False	2120	260	10	\$16	Task Force Review
444-3-0049	Direct	False	2120	260	10	\$16	Task Force Review
444-3-0050	Direct	False	2120	290	10	\$2,156	Task Force Review
444-3-0051	Direct	False	2120	290	10	\$2,156	Task Force Review
444-3-0052	Direct	False	2130	121	16	\$926	Task Force Review
444-3-0053	Direct	False	2130	220	16	\$70	Task Force Review
444-3-0054	Direct	False	2130	290	16	\$2	Task Force Review
444-3-0055	Direct	False	2220	121	16	\$926	Task Force Review
444-3-0056	Direct	False	2220	220	16	\$70	Task Force Review
444-3-0057	Direct	False	2220	290	16	\$2	Task Force Review
444-3-0058	Direct	False	2230	111	16	\$1,852	Task Force Review
444-3-0059	Direct	False	2230	220	16	\$142	Task Force Review
444-3-0060	Direct	False	2230	260	16	\$2	Task Force Review
444-3-0061	Direct	False	2300	111	16	\$3,474	Task Force Review
444-3-0062	Direct	False	2300	121	16	\$3,474	Task Force Review
444-3-0063	Direct	False	2300	220	16	\$532	Task Force Review
444-3-0064	Direct	False	2300	260	16	\$8	Task Force Review
444-3-0065	Direct	False	2400	111	16	\$5,559	Task Force Review
444-3-0066	Direct	False	2400	121	16	\$5,559	Task Force Review
444-3-0067	Direct	False	2400	220	16	\$850	Task Force Review
444-3-0068	Direct	False	2400	290	16	\$11	Task Force Review
444-3-0069	Direct	False	2500	121	16	\$1,853	Task Force Review
444-3-0070	Direct	False	2500	220	16	\$142	Task Force Review
444-3-0071	Direct	False	2500	260	16	\$2	Task Force Review
444-3-0072	Direct	False	2600	121	16	\$5,558	Task Force Review

444-3-0073	Direct	False	2600	220	16	\$426	Task Force Review
444-3-0074	Direct	False	2600	290	16	\$6	Task Force Review
444-3-0075	Direct	False	2600	610	7	\$902	Task Force Review
444-3-0076	Direct	False	2710	121	16	\$6,485	Task Force Review
444-3-0077	Direct	False	2710	220	16	\$496	Task Force Review
444-3-0078	Direct	False	2710	260	16	\$6	Task Force Review
444-3-0079	Direct	False	3100	121	16	\$3,706	Task Force Review
444-3-0080	Direct	False	3100	121	16	\$3,706	Task Force Review
444-3-0081	Direct	False	3100	220	16	\$284	Task Force Review
444-3-0082	Direct	False	3100	220	16	\$284	Task Force Review
444-3-0083	Direct	False	3100	260	16	\$4	Task Force Review
444-3-0084	Direct	False	3100	260	16	\$4	Task Force Review

Line Item Details

Line Item ID: 444-3-0001

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

72800

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 Hazard pay due to extra time preparing/teaching students, continuing to go above and beyond normal expected duty. Despite all of the disruptions over the past two years, staff has remained committed to ensuring our students remain in person. There are 23 teachers who would receive a take home amount of \$800. Due to 2 teachers not being full time, 1 teacher would receive \$524.80 and 1 teacher would receive \$600.00 as take home pay.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$22,611
Budgeted Expenditures in SFY 2024	\$22,611
Total Expenditures	<u>\$45,222</u>

Status

Task Force Review

Line Item ID: 444-3-0002

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 Aide Salaries

Account Number

72801

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/Hazard pay for teacher aides due to extra time helping teachers prepare/teach students continuing to go above and beyond normal expected duty. Despite all of the disruptions over the past two years, staff has remained committed to ensuring our students remain in person. There are 3 teacher aides who would receive a take home amount of \$800.00.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$2,780
Budgeted Expenditures in SFY 2024	\$2,780
Total Expenditures	\$5,560

Status

Task Force Review

Line Item ID: 444-3-0003

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

MTSS SUPPORT

Account Number

7802

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

MTSS support person hired at the Jr./Sr. High School to serve students based on the statewide MTSS model at the secondary level to combat learning loss and gaps in achievement.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$15,204
Budgeted Expenditures in SFY 2024	\$15,204
Total Expenditures	\$30,408

Status

Task Force Review

Line Item ID: 444-3-0004

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

72800

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

Salaries for teachers implementing/teaching summer school to help students with learning loss and those that have fallen behind academically.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$3,430
Budgeted Expenditures in SFY 2024	\$4,613
Total Expenditures	<u>\$8,043</u>

Status

Task Force Review

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

Teacher Aide Salaries

Account Number

72801

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

To help students with learning loss and gaps in achievement due to the pandemic.

The additional aid time is a part-time or .5 position at Windom Elementary. The duties assigned are directly associated with the students who are not a grade level and underperforming academically and/or behaviorally due to the effects of the pandemic. A decision to hire an additional aide was due to the pandemic and increased student needs. The determination of services is based on our universal screener, teacher observation, classroom performance, and other testing measures. The aide will provide the services during the day within the mainstream on a needed basis.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$8,580
Budgeted Expenditures in SFY 2024	\$8,580
Total Expenditures	<u>\$17,160</u>

Status

Task Force Review

Line Item ID: 444-3-0006

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

FICA (Employer's Share)

Account Number

72900

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 paid FICA contributions for teachers and teacher aides due to extra time preparing/teaching students, continuing to go above and beyond normal expected duty. Despite all of the disruptions over the past two years, staff has remained committed to ensuring our students remain in person.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$1,942
Budgeted Expenditures in SFY 2024	\$1,942
Total Expenditures	\$3,884

Status

Task Force Review

Line Item ID: 444-3-0007

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

MTSS Support

Account Number

72802

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 paid FICA contributions for MTSS Support employee hired at the Jr./Sr. High School to serve students based on the statewide MTSS model at the secondary level to combat learning loss and gaps in achievement.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$1,163
Budgeted Expenditures in SFY 2024	\$1,163
Total Expenditures	\$2,326

Status

Task Force Review

Line Item ID: 444-3-0008

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

FICA (Employer's Share)

Account Number

72900

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 paid FICA contributions for teacher aide to help students with learning loss and for those who have fallen behind academically due to the pandemic.

Budgeted Expenditures in SFY 2021	\$0
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Budgeted Expenditures in SFY 2022	\$0
--	-----

Budgeted Expenditures in SFY 2023	\$656
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Budgeted Expenditures in SFY 2024	\$656
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Total Expenditures	<u>\$1,312</u>
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Status

Task Force Review

Line Item ID: 444-3-0009

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 (Employer's Share)

Account Number

72900

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

Employer paid FICA contributions for teachers implementing/teaching summer school to help students with learning loss and those that have fallen behind academically.

Budgeted Expenditures in SFY 2021	\$0
--	-----

Budgeted Expenditures in SFY 2022	\$0
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Budgeted Expenditures in SFY 2023	\$262
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Budgeted Expenditures in SFY 2024	\$383
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Total Expenditures	<u>\$645</u>
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Status

Task Force Review

Line Item ID: 444-3-0010

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

Unemployment

Account Number

73000

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 costs for Premium/Hazard Pay for teachers and teacher aides due to extra time and continuing to go above and beyond normal expected duty.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$25
Budgeted Expenditures in SFY 2024	\$25
Total Expenditures	<u>\$50</u>

Status

Task Force Review

Line Item ID: 444-3-0011

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

Unemployment

Account Number

73000

Function Code

1000 - Instruction

Object Code

290 - Other Employee Benefits

Allowable Use

11A - Planning and implementing summer learning or enrichment programs.

Please describe the expenditures within the account and how they will address a COVID-19 need

Unemployment costs for teachers implementing/teaching summer school to help students with learning loss and those that have fallen behind academically.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$3
Budgeted Expenditures in SFY 2024	\$5
Total Expenditures	<u>\$8</u>

Status

Task Force Review

Line Item ID: 444-3-0012

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

Unemployment

Account Number

73000

Function Code

1000 - Instruction

Object Code

290 - Other Employee Benefits

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Please describe the expenditures within the account and how they will address a COVID-19 need

Unemployment costs for MTSS support person hired at the Jr./Sr. High School to serve students based on the statewide MTSS model at the secondary level to combat learning loss and gaps in achievement.

Budgeted Expenditures in SFY 2021	\$0
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Budgeted Expenditures in SFY 2022	\$0
--	-----

Budgeted Expenditures in SFY 2023	\$15
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Budgeted Expenditures in SFY 2024	\$15
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Total Expenditures	\$30
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Status

Task Force Review

Line Item ID: 444-3-0013

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

KPERS Retiree-Teacher

Account Number

73001

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

KPERS Employer Working after Retirement amount for Premium/Hazard pay due to extra time preparing/teaching students continuing to go above and beyond normal expected duty. Despite all of the disruptions over the past two years, staff has remained committed to ensuring our students remain in person.

Budgeted Expenditures in SFY 2021	\$0
--	-----

Budgeted Expenditures in SFY 2022	\$0
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Budgeted Expenditures in SFY 2023	\$91
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Budgeted Expenditures in SFY 2024	\$91
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Total Expenditures	\$182
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Status

Task Force Review

Line Item ID: 444-3-0014

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

MTSS Support

Account Number

72802

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/Hazard Pay for MTSS support person hired at the Jr./Sr. High School due to extra time serving students and going above and beyond normal expected duty.

Budgeted Expenditures in SFY 2021	\$0
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Budgeted Expenditures in SFY 2022	\$0
--	-----

Budgeted Expenditures in SFY 2023	\$695
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Budgeted Expenditures in SFY 2024	\$695
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Total Expenditures	<u>\$1,390</u>
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Status

Task Force Review

Line Item ID: 444-3-0015

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 (Employer's Share)

Account Number

72900

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 paid FICA contributions for Premium/Hazard Pay for MTSS Support person hired for going above and beyond normal expected duties.

Budgeted Expenditures in SFY 2021	\$0
--	-----

Budgeted Expenditures in SFY 2022	\$0
--	-----

Budgeted Expenditures in SFY 2023	\$53
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Budgeted Expenditures in SFY 2024	\$53
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Total Expenditures	<u>\$106</u>
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Status

Task Force Review

Line Item ID: 444-3-0016

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

Unemployment

Account Number

73000

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 costs for Premium/Hazard Pay for MTSS support person for going above and beyond normal expected duties.

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$1**Budgeted Expenditures in SFY 2024** \$1**Total Expenditures** \$2**Status**

Task Force Review

Line Item ID: 444-3-0017

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

Teacher Salaries

Account Number

72800

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

LETRS Training for teachers that will benefit student learning and those students that were affected by the pandemic.

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$3,420**Budgeted Expenditures in SFY 2024** \$3,420**Total Expenditures** \$6,840**Status**

Task Force Review

Line Item ID: 444-3-0018

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

FICA (Employer's Share)

Account Number

72900

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 paid FICA contributions for LETRS training for teachers to benefit student learning and those students that were affected by the pandemic.

Budgeted Expenditures in SFY 2021	\$0
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Budgeted Expenditures in SFY 2022	\$0
--	-----

Budgeted Expenditures in SFY 2023	\$262
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Budgeted Expenditures in SFY 2024	\$262
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Total Expenditures	\$524
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Status

Task Force Review

Line Item ID: 444-3-0019

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

Unemployment

Account Number

73000

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 costs for LETRS Training for teachers to benefit student learning and those students that were affected by the pandemic.

Budgeted Expenditures in SFY 2021	\$0
--	-----

Budgeted Expenditures in SFY 2022	\$0
--	-----

Budgeted Expenditures in SFY 2023	\$3
--	-----

Budgeted Expenditures in SFY 2024	\$3
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Total Expenditures	\$6
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Status

Task Force Review

Line Item ID: 444-3-0020

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

Unemployment

Account Number

73000

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 costs for teacher aide to help students with learning loss and those that have fallen behind academically.

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$9**Budgeted Expenditures in SFY 2024** \$9**Total Expenditures** \$18**Status**

Task Force Review

Line Item ID: 444-3-0021

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

Purchased Prof & Tech Ser/WS

Account Number

73100

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

IXL, Discovery Education, Second Steps Gr K-8 online programs that can be used on-site and off as needed.

Although the programs are used for all students at Windom Elementary, they are designed to target our most underprivileged students. The Second Step is specifically designed to meet the needs of those with social and emotional needs. Due to the increase in needs since the pandemic, social and emotional needs this program was implemented by our counselor and building principal. IXL and Discovery learning have a platform designed to target the subgroup that is underperforming and that is the intended use of the programs.

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$10,250**Budgeted Expenditures in SFY 2024** \$12,502**Total Expenditures** \$22,752**Status**

Task Force Review

Line Item ID: 444-3-0022

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

Purchased Prof & Tech Ser/LR

Account Number

73101

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

Imagine Learning for Grades 7-12 online program to be utilized and included in case of any disruption of learning.

Imagine Edgenuity is used for credit recovery for those students who either failed a course or missed the opportunity to take the course due to Covid restrictions. Imagine Edgenuity also serves as a resource for teachers teaching a core subject for further enhancement and instructional resources for those that need remedial work.

Budgeted Expenditures in SFY 2021 \$0

Budgeted Expenditures in SFY 2022 \$0

Budgeted Expenditures in SFY 2023 \$2,425

Budgeted Expenditures in SFY 2024 \$0

Total Expenditures \$2,425

Status

Task Force Review

Line Item ID: 444-3-0023

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

Teaching Supplies

Account Number

73300

Function Code

1000 - Instruction

Object Code

610 - General Supplies and Materials

Allowable Use

11A - Planning and implementing summer learning or enrichment programs.

Please describe the expenditures within the account and how they will address a COVID-19 need

Teaching supplies for teaching summer school to help students with learning loss and those that have fallen behind academically.

Budgeted Expenditures in SFY 2021 \$0

Budgeted Expenditures in SFY 2022 \$0

Budgeted Expenditures in SFY 2023 \$258

Budgeted Expenditures in SFY 2024 \$0

Total Expenditures \$258

Status

Task Force Review

Line Item ID: 444-3-0024

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

Counselor Salary/WS

Account Number

73676

Function Code

2120 - Guidance 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/Hazard pay for counselor for continuing to go above and beyond normal expected duties. Despite all of the disruptions over the past two years, staff has remained committed to ensuring our students remain in person.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$463
Budgeted Expenditures in SFY 2024	\$463
Total Expenditures	\$926

Status

Task Force Review

Line Item ID: 444-3-0025

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

FICA (Employer's Share)/WS

Account Number

73676

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

Employer paid FICA contributions for elementary Counselor for continuing to go above and beyond normal expected duties. Despite all of the disruptions over the past two years, staff has remained committed to ensuring our students remain in person.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$35
Budgeted Expenditures in SFY 2024	\$35
Total Expenditures	\$70

Status

Task Force Review

Line Item ID: 444-3-0026

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

Unemployment/WS

Account Number

73682

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

Unemployment costs for Premium/Hazard Pay for elementary Counselor for continuing to go above and beyond normal expected duties.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$1
Budgeted Expenditures in SFY 2024	\$1
Total Expenditures	<u>\$2</u>

Status

Task Force Review

Line Item ID: 444-3-0027

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

Counselor Salary/LR

Account Number

73677

Function Code

2120 - Guidance 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/Hazard Pay for Jr./Sr. High School Counselor for continuing to go above and beyond normal expected duties. Despite all of the disruptions over the past two years, staff has remained committed to ensuring our students remain in person.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$463
Budgeted Expenditures in SFY 2024	\$463
Total Expenditures	<u>\$926</u>

Status

Task Force Review

Line Item ID: 444-3-0028

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 (Employer's Share)/LR

Account Number

73681

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

Unemployment costs for Premium/Hazard Pay for Jr./Sr. High School Counselor for continuing to go above and beyond normal expected duties.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$35
Budgeted Expenditures in SFY 2024	\$35
Total Expenditures	<u>\$70</u>

Status

Task Force Review

Line Item ID: 444-3-0029

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

Mental Health Liason Salary/WS

Account Number

73678

Function Code

2120 - Guidance 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/Hazard Pay for the elementary Mental health Liason due to extra time serving our underprivileged and struggling students.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$463
Budgeted Expenditures in SFY 2024	\$463
Total Expenditures	<u>\$926</u>

Status

Task Force Review

Line Item ID: 444-3-0030

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 Liason Salary/LR

Account Number

73679

Function Code

2120 - Guidance 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/Hazard Pay for the Jr./Sr. High School Mental Health Liason due to extra time working with our underprivileged and struggling students.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$463
Budgeted Expenditures in SFY 2024	\$463
Total Expenditures	\$926

Status

Task Force Review

Line Item ID: 444-3-0031

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

FICA (Employer's Share)/WS

Account Number

73680

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

Employer paid FICA contributions for Premium/Hazard Pay for our elementary Mental Health Liason due to extra time working with our underprivileged and struggling students.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$35
Budgeted Expenditures in SFY 2024	\$35
Total Expenditures	\$70

Status

Task Force Review

Line Item ID: 444-3-0032

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

Unemployment/WS

Account Number

73682

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

Unemployment costs for Premium/Hazard Pay for the elementary Mental Health Liason due to extra time working with our underprivileged and struggling students.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$1
Budgeted Expenditures in SFY 2024	\$1
Total Expenditures	<u>\$2</u>

Status

Task Force Review

Line Item ID: 444-3-0033

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

FICA (Employer's Share)/LR

Account Number

73681

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

Employer paid FICA contributions for Premium/Hazard Pay for the Jr./Sr. High School Mental Health Liason due to extra time working with our underprivileged and struggling students.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$35
Budgeted Expenditures in SFY 2024	\$35
Total Expenditures	<u>\$70</u>

Status

Task Force Review

Line Item ID: 444-3-0034

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

Unemployment/LR

Account Number

73683

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

Unemployment costs for Premium/Hazard Pay for our Jr./Sr. High School Mental Liason due to extra time working with our underprivileged and struggling students.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$1
Budgeted Expenditures in SFY 2024	\$1
Total Expenditures	<u>\$2</u>

Status

Task Force Review

Line Item ID: 444-3-0035

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

KPERS Retiree Mental Health/WS

Account Number

73684

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

KPERS Working After Retirement costs for the elementary Mental Health Liason due to extra time working with our underprivileged and struggling students.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$60
Budgeted Expenditures in SFY 2024	\$61
Total Expenditures	<u>\$121</u>

Status

Task Force Review

Line Item ID: 444-3-0036

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

KPERs Retiree Mental Health/LR

Account Number

73685

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

KPERs Retiree Working After Retirement costs for the Jr./Sr. High School Mental Health Liason due to extra time working with our underprivileged and struggling students.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$61
Budgeted Expenditures in SFY 2024	\$60
Total Expenditures	<u>\$121</u>

Status

Task Force Review

Line Item ID: 444-3-0037

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

Unemployment/LR

Account Number

73683

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

Unemployment costs for the Jr./Sr. High School Counselor for Premium/Hazard Pay for continuing to go above and beyond normal expected duties.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$1
Budgeted Expenditures in SFY 2024	\$1
Total Expenditures	<u>\$2</u>

Status

Task Force Review

Line Item ID: 444-3-0038

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

Counselor Salary/WS

Account Number

73676

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

Additional Counselor support at the elementary school to help students that were affected by the pandemic and are still struggling emotionally.

Budgeted Expenditures in SFY 2021	\$0
--	-----

Budgeted Expenditures in SFY 2022	\$0
--	-----

Budgeted Expenditures in SFY 2023	\$6,250
--	---------

Budgeted Expenditures in SFY 2024	\$6,250
--	---------

Total Expenditures	<u>\$12,500</u>
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Status

Task Force Review

Line Item ID: 444-3-0039

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

Counselor Salary/LR

Account Number

73677

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

Additional Counselor support at the Jr./Sr. High School to help students that were affected by the pandemic and are still struggling emotionally.

Budgeted Expenditures in SFY 2021	\$0
--	-----

Budgeted Expenditures in SFY 2022	\$0
--	-----

Budgeted Expenditures in SFY 2023	\$6,250
--	---------

Budgeted Expenditures in SFY 2024	\$6,250
--	---------

Total Expenditures	<u>\$12,500</u>
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Status

Task Force Review

Line Item ID: 444-3-0040

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 (Employer's Share)/WS

Account Number

73680

Function Code

2120 - Guidance Services

Object Code

220 - Social Security Contributions

Allowable Use

10 - Providing mental health services and supports.

Please describe the expenditures within the account and how they will address a COVID-19 need

Employer paid FICA contributions for the additional Counselor support at the elementary school to help students that were affected by the pandemic and are still struggling emotionally.

Budgeted Expenditures in SFY 2021	\$0
--	-----

Budgeted Expenditures in SFY 2022	\$0
--	-----

Budgeted Expenditures in SFY 2023	\$478
--	-------

Budgeted Expenditures in SFY 2024	\$479
--	-------

Total Expenditures	\$957
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Status

Task Force Review

Line Item ID: 444-3-0041

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

FICA (Employer's Share)/LR

Account Number

73681

Function Code

2120 - Guidance Services

Object Code

220 - Social Security Contributions

Allowable Use

10 - Providing mental health services and supports.

Please describe the expenditures within the account and how they will address a COVID-19 need

Employer paid FICA contributions for the additional Counselor support at the Jr./Sr. High School to help students that were affected by the pandemic and are still struggling emotionally.

Budgeted Expenditures in SFY 2021	\$0
--	-----

Budgeted Expenditures in SFY 2022	\$0
--	-----

Budgeted Expenditures in SFY 2023	\$479
--	-------

Budgeted Expenditures in SFY 2024	\$478
--	-------

Total Expenditures	\$957
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Status

Task Force Review

Line Item ID: 444-3-0042

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/WS

Account Number

73682

Function Code

2120 - Guidance Services

Object Code

260 - Unemployment Compensation

Allowable Use

10 - Providing mental health services and supports.

Please describe the expenditures within the account and how they will address a COVID-19 need

Unemployment costs for the additional Counselor support at the elementary school to help students that were affected by the pandemic and are still struggling emotionally.

Budgeted Expenditures in SFY 2021	\$0
--	-----

Budgeted Expenditures in SFY 2022	\$0
--	-----

Budgeted Expenditures in SFY 2023	\$6
--	-----

Budgeted Expenditures in SFY 2024	\$6
--	-----

Total Expenditures	<u>\$12</u>
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Status

Task Force Review

Line Item ID: 444-3-0043

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

Unemployment/LR

Account Number

73683

Function Code

2120 - Guidance Services

Object Code

260 - Unemployment Compensation

Allowable Use

10 - Providing mental health services and supports.

Please describe the expenditures within the account and how they will address a COVID-19 need

Unemployment costs for the additional Counselor support at the Jr./Sr. High School to help students that were affected by the pandemic and are still struggling emotionally.

Budgeted Expenditures in SFY 2021	\$0
--	-----

Budgeted Expenditures in SFY 2022	\$0
--	-----

Budgeted Expenditures in SFY 2023	\$6
--	-----

Budgeted Expenditures in SFY 2024	\$6
--	-----

Total Expenditures	<u>\$12</u>
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Status

Task Force Review

Line Item ID: 444-3-0044

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

Mental Health Liason Salary/WS

Account Number

73678

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

Hiring of a Mental Health Liason to work with our underprivileged and struggling students at the elementary school.

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$8,231**Budgeted Expenditures in SFY 2024** \$8,231**Total Expenditures** \$16,462**Status**

Task Force Review

Line Item ID: 444-3-0045

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

Mental Health Liason Salary/LR

Account Number

73679

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

Hiring of a Mental Health Liason to work with our underprivileged and struggling students at the Jr./Sr. High School.

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$8,231**Budgeted Expenditures in SFY 2024** \$8,231**Total Expenditures** \$16,462**Status**

Task Force Review

Line Item ID: 444-3-0046

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 (Employer's Share)/WS

Account Number

73680

Function Code

2120 - Guidance Services

Object Code

220 - Social Security Contributions

Allowable Use

10 - Providing mental health services and supports.

Please describe the expenditures within the account and how they will address a COVID-19 need

Employer paid FICA contributions for hiring of a Mental Health Liason to work with our underprivileged and struggling students at the elementary school.

Budgeted Expenditures in SFY 2021	\$0
--	-----

Budgeted Expenditures in SFY 2022	\$0
--	-----

Budgeted Expenditures in SFY 2023	\$629
--	-------

Budgeted Expenditures in SFY 2024	\$629
--	-------

Total Expenditures	<u>\$1,258</u>
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Status

Task Force Review

Line Item ID: 444-3-0047

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

FICA (Employer's Share)/LR

Account Number

73681

Function Code

2120 - Guidance Services

Object Code

220 - Social Security Contributions

Allowable Use

10 - Providing mental health services and supports.

Please describe the expenditures within the account and how they will address a COVID-19 need

Employer paid FICA contributions for hiring of a Mental Health Liason to work with our underprivileged and struggling students at the jr./sr. high school.

Budgeted Expenditures in SFY 2021	\$0
--	-----

Budgeted Expenditures in SFY 2022	\$0
--	-----

Budgeted Expenditures in SFY 2023	\$629
--	-------

Budgeted Expenditures in SFY 2024	\$629
--	-------

Total Expenditures	<u>\$1,258</u>
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Status

Task Force Review

Line Item ID: 444-3-0048

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

Unemployment/WS

Account Number

73682

Function Code

2120 - Guidance Services

Object Code

260 - Unemployment Compensation

Allowable Use

10 - Providing mental health services and supports.

Please describe the expenditures within the account and how they will address a COVID-19 need

Unemployment costs for hiring of a Mental Health Liason to work with our underprivileged and struggling students at the elementary school.

Budgeted Expenditures in SFY 2021	\$0
--	-----

Budgeted Expenditures in SFY 2022	\$0
--	-----

Budgeted Expenditures in SFY 2023	\$8
--	-----

Budgeted Expenditures in SFY 2024	\$8
--	-----

Total Expenditures	<u>\$16</u>
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Status

Task Force Review

Line Item ID: 444-3-0049

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

Unemployment/LR

Account Number

73683

Function Code

2120 - Guidance Services

Object Code

260 - Unemployment Compensation

Allowable Use

10 - Providing mental health services and supports.

Please describe the expenditures within the account and how they will address a COVID-19 need

Unemployment costs for hiring of a Mental Health Liason to work with our underprivileged and struggling students at the jr./sr. high school.

Budgeted Expenditures in SFY 2021	\$0
--	-----

Budgeted Expenditures in SFY 2022	\$0
--	-----

Budgeted Expenditures in SFY 2023	\$8
--	-----

Budgeted Expenditures in SFY 2024	\$8
--	-----

Total Expenditures	<u>\$16</u>
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Status

Task Force Review

Line Item ID: 444-3-0050

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

KPERS Retiree Mental Health/WS

Account Number

73684

Function Code

2120 - Guidance Services

Object Code

290 - Other Employee Benefits

Allowable Use

10 - Providing mental health services and supports.

Please describe the expenditures within the account and how they will address a COVID-19 need

KPERS Working After Retirement costs for hiring of a Mental Health Liason to work with our underprivileged and struggling students at the elementary school.

Budgeted Expenditures in SFY 2021	\$0
--	-----

Budgeted Expenditures in SFY 2022	\$0
--	-----

Budgeted Expenditures in SFY 2023	\$1,078
--	---------

Budgeted Expenditures in SFY 2024	\$1,078
--	---------

Total Expenditures	<u>\$2,156</u>
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Status

Task Force Review

Line Item ID: 444-3-0051

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

KPERS Retiree Mental Health/LR

Account Number

73685

Function Code

2120 - Guidance Services

Object Code

290 - Other Employee Benefits

Allowable Use

10 - Providing mental health services and supports.

Please describe the expenditures within the account and how they will address a COVID-19 need

KPERS Working After Retirement costs for hiring of a Mental Health Liason to work with our underprivileged and struggling students at the jr./sr. high school.

Budgeted Expenditures in SFY 2021	\$0
--	-----

Budgeted Expenditures in SFY 2022	\$0
--	-----

Budgeted Expenditures in SFY 2023	\$1,078
--	---------

Budgeted Expenditures in SFY 2024	\$1,078
--	---------

Total Expenditures	<u>\$2,156</u>
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Status

Task Force Review

Line Item ID: 444-3-0052

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

Nurse Salary

Account Number

73686

Function Code

2130 - Health 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/Hazard Pay for school nurse for continuing to go above and beyond normal expected duties.

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$463**Budgeted Expenditures in SFY 2024** \$463**Total Expenditures** \$926**Status**

Task Force Review

Line Item ID: 444-3-0053

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

FICA (Employer's Share)

Account Number

73687

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

Employer Paid FICA Contributions Premium/Hazard Pay for school nurse for continuing to go above and beyond normal expected duties.

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$35**Budgeted Expenditures in SFY 2024** \$35**Total Expenditures** \$70**Status**

Task Force Review

Line Item ID: 444-3-0054

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

Unemployment

Account Number

73688

Function Code

2130 - Health Services

Object Code

290 - Other Employee Benefits

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Please describe the expenditures within the account and how they will address a COVID-19 need

Unemployment costs for Premium/Hazard Pay for school nurse for continuing to go above and beyond normal expected duties.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$1
Budgeted Expenditures in SFY 2024	\$1
Total Expenditures	\$2

Status

Task Force Review

Line Item ID: 444-3-0055

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

Library Aide Salary

Account Number

73690

Function Code

2220 - Educational Media 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/Hazard Pay for library aide for continuing to go above and beyond normal expected duties.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$463
Budgeted Expenditures in SFY 2024	\$463
Total Expenditures	\$926

Status

Task Force Review

Line Item ID: 444-3-0056

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

FICA (Employer's Share)

Account Number

73691

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

Employer paid FICA contributions for Premium/Hazard Pay for library aide for continuing to go above and beyond normal expected duties.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$35
Budgeted Expenditures in SFY 2024	\$35
Total Expenditures	<u>\$70</u>

Status

Task Force Review

Line Item ID: 444-3-0057

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

Unemployment

Account Number

73692

Function Code

2220 - Educational Media Services

Object Code

290 - Other Employee Benefits

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Please describe the expenditures within the account and how they will address a COVID-19 need

Unemployment costs for Premium/Hazard Pay for library aide for continuing to go above and beyond normal expected duties.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$1
Budgeted Expenditures in SFY 2024	\$1
Total Expenditures	<u>\$2</u>

Status

Task Force Review

Line Item ID: 444-3-0058

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

Technology Coordinator Salary

Account Number

73695

Function Code

2230 -

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/Hazard Pay for technology coordinator for continuing to go above and beyond normal expected duties.

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$926**Budgeted Expenditures in SFY 2024** \$926**Total Expenditures** \$1,852**Status**

Task Force Review

Line Item ID: 444-3-0059

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

FICA (Employer's Share)

Account Number

73696

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 paid FICA contributions for Premium/Hazard Pay for technology coordinator for continuing to go above and beyond normal expected duties.

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$71**Budgeted Expenditures in SFY 2024** \$71**Total Expenditures** \$142**Status**

Task Force Review

Line Item ID: 444-3-0060

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

Unemployment

Account Number

73697

Function Code

2230 -

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 costs for Premium/Hazard Pay for technology coordinator for continuing to go above and beyond normal expected duties.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$1
Budgeted Expenditures in SFY 2024	\$1
Total Expenditures	\$2

Status

Task Force Review

Line Item ID: 444-3-0061

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

Superintendent Salary

Account Number

73700

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/Hazard Pay for superintendent for continuing to go above and beyond normal expected duties.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$1,737
Budgeted Expenditures in SFY 2024	\$1,737
Total Expenditures	\$3,474

Status

Task Force Review

Line Item ID: 444-3-0062

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

Supt Secretary Salary

Account Number

73800

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

Premium/Hazard Pay for board clerk for continuing to go above and beyond normal expected duties.

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$1,737**Budgeted Expenditures in SFY 2024** \$1,737**Total Expenditures** \$3,474**Status**

Task Force Review

Line Item ID: 444-3-0063

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

FICA - Employer's Share

Account Number

73825

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 paid FICA contributions for Premium/Hazard Pay for superintendent and board clerk for continuing to go above and beyond normal expected duties.

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$266**Budgeted Expenditures in SFY 2024** \$266**Total Expenditures** \$532**Status**

Task Force Review

Line Item ID: 444-3-0064

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

Unemployment

Account Number

73850

Function Code

2300 - Support Services (General Administration)

Object Code

260 - Unemployment Compensation

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Please describe the expenditures within the account and how they will address a COVID-19 need

Unemployment costs for Premium/Hazard Pay for superintendent and board clerk for continuing to go above and beyond normal expected duties.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$4
Budgeted Expenditures in SFY 2024	\$4
Total Expenditures	<u>\$8</u>

Status

Task Force Review

Line Item ID: 444-3-0065

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

Principal's Salaries

Account Number

73891

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/Hazard Pay for building principals for continuing to go above and beyond normal expected duties.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$2,779
Budgeted Expenditures in SFY 2024	\$2,780
Total Expenditures	<u>\$5,559</u>

Status

Task Force Review

Line Item ID: 444-3-0066

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

Secretarial Salaries

Account Number

73892

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/Hazard Pay for building secretaries for continuing to go above and beyond normal expected duties.

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$2,779**Budgeted Expenditures in SFY 2024** \$2,780**Total Expenditures** \$5,559**Status**

Task Force Review

Line Item ID: 444-3-0067

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

FICA - Employer's Share

Account Number

73896

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 paid FICA contributions for Premium/Hazard Pay for building principals and building secretaries for continuing to go above and beyond normal expected duties.

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$425**Budgeted Expenditures in SFY 2024** \$425**Total Expenditures** \$850**Status**

Task Force Review

Line Item ID: 444-3-0068

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

Unemployment

Account Number

73897

Function Code

2400 - Support Services (School Administration)

Object Code

290 - Other Employee Benefits

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Please describe the expenditures within the account and how they will address a COVID-19 need

Unemployment costs for Premium/Hazard Pay for building principals and building secretaries for continuing to go above and beyond normal expected duties.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$6
Budgeted Expenditures in SFY 2024	\$5
Total Expenditures	<u>\$11</u>

Status

Task Force Review

Line Item ID: 444-3-0069

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

Supt Central Svcs Sal/Class

Account Number

74001

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/Hazard Pay for board treasurer/secretary for continuing to go above and beyond normal expected duties.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$926
Budgeted Expenditures in SFY 2024	\$927
Total Expenditures	<u>\$1,853</u>

Status

Task Force Review

Line Item ID: 444-3-0070

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

FICA (Employer's Share)

Account Number

74002

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

Employer paid FICA contributions for Premium/Hazard Pay for board treasurer/secretary for continuing to go above and beyond normal expected duties.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$71
Budgeted Expenditures in SFY 2024	\$71
Total Expenditures	<u>\$142</u>

Status

Task Force Review

Line Item ID: 444-3-0071

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

Unemployment

Account Number

74003

Function Code

2500 - Central Services

Object Code

260 - Unemployment Compensation

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Please describe the expenditures within the account and how they will address a COVID-19 need

Unemployment costs for Premium/Hazard Pay for board treasurer/secretary for continuing to go above and beyond normal expected duties.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$1
Budgeted Expenditures in SFY 2024	\$1
Total Expenditures	<u>\$2</u>

Status

Task Force Review

Line Item ID: 444-3-0072

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

Custodian Salaries

Account Number

80000

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/Hazard Pay for custodians for continuing to go above and beyond normal expected duties. There are 3 custodians who would receive a take home amount of \$800.00.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$2,779
Budgeted Expenditures in SFY 2024	\$2,779
Total Expenditures	\$5,558

Status

Task Force Review

Line Item ID: 444-3-0073

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

FICA (Employer's Share)

Account Number

80001

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 paid FICA contributions for Premium/Hazard Pay for custodians for continuing to go above and beyond normal expected duties.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$213
Budgeted Expenditures in SFY 2024	\$213
Total Expenditures	\$426

Status

Task Force Review

Line Item ID: 444-3-0074

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

Unemployment

Account Number

80002

Function Code

2600 - Operation and Maintenance of Plant Services (All except Transportation)

Object Code

290 - Other Employee Benefits

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Please describe the expenditures within the account and how they will address a COVID-19 need

Unemployment costs for Premium/Hazard Pay for custodians for continuing to go above and beyond normal expected duties.

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$3**Budgeted Expenditures in SFY 2024** \$3**Total Expenditures** \$6**Status**

Task Force Review

Line Item ID: 444-3-0075

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

Supplies/Cleaning/WS

Account Number

80090

Function Code

2600 - Operation and Maintenance of Plant Services (All except Transportation)

Object Code

610 - General Supplies and Materials

Allowable Use

7 - Purchasing supplies to sanitize and clean LEA and school facilities.

Please describe the expenditures within the account and how they will address a COVID-19 need

Supplies to help with disinfecting of the school building to reduce risk of virus transmission and exposure to environmental health hazards and to support student health needs.

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$902**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$902**Status**

Task Force Review

Line Item ID: 444-3-0076

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

Bus Drivers Salary

Account Number

81125

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/Hazard Pay for bus drivers for continuing to go above and beyond normal expected duties. There are 3 drivers who would receive a take home pay amount of \$800.00 and 1 driver that is half-time that would receive a take home amount of \$400.00.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$3,243
Budgeted Expenditures in SFY 2024	\$3,242
Total Expenditures	<u>\$6,485</u>

Status

Task Force Review

Line Item ID: 444-3-0077

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

FICA (Employer's Share)

Account Number

81126

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 paid FICA contributions for Premium/Hazard Pay for bus drivers for continuing to go above and beyond normal expected duties.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$248
Budgeted Expenditures in SFY 2024	\$248
Total Expenditures	<u>\$496</u>

Status

Task Force Review

Line Item ID: 444-3-0078

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

Unemployment

Account Number

81127

Function Code

2710 - Vehicle Operation

Object Code

260 - Unemployment Compensation

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Please describe the expenditures within the account and how they will address a COVID-19 need

Unemployment costs for Premium/Hazard Pay for bus drivers for continuing to go above and beyond normal expected duties.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$3
Budgeted Expenditures in SFY 2024	\$3
Total Expenditures	<u>\$6</u>

Status

Task Force Review

Line Item ID: 444-3-0079

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

Cooks Salary/WS

Account Number

81150

Function Code

3100 - Food Service Operations

Object Code

121 - Full-Time Non-Certified Salaries

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Please describe the expenditures within the account and how they will address a COVID-19 need

Premium/Hazard Pay for elementary school cooks for continuing to go above and beyond normal expected duties. There is 1 cook that would receive a take home amount of \$800 and 2 cooks who are part-time would receive a take home amount of \$400.00.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$1,853
Budgeted Expenditures in SFY 2024	\$1,853
Total Expenditures	<u>\$3,706</u>

Status

Task Force Review

Line Item ID: 444-3-0080

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

Cooks Salary/LR

Account Number

81151

Function Code

3100 - Food Service Operations

Object Code

121 - Full-Time Non-Certified Salaries

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Please describe the expenditures within the account and how they will address a COVID-19 need

Premium/Hazard Pay for jr./sr. high school cooks for continuing to go above and beyond normal expected duties. There are 2 cooks who would receive a take home pay amount of \$800.00.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$1,853
Budgeted Expenditures in SFY 2024	\$1,853
Total Expenditures	\$3,706

Status

Task Force Review

Line Item ID: 444-3-0081

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

FICA (Employer's Share)/WS

Account Number

81152

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 paid FICA contributions for Premium/Hazard Pay for elementary school cooks for continuing to go above and beyond normal expected duties.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$142
Budgeted Expenditures in SFY 2024	\$142
Total Expenditures	\$284

Status

Task Force Review

Line Item ID: 444-3-0082

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

FICA (Employer's Share)/LR

Account Number

81153

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 paid FICA contributions for Premium/Hazard Pay for jr./sr. high school cooks for continuing to go above and beyond normal expected duties.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$142
Budgeted Expenditures in SFY 2024	\$142
Total Expenditures	<u>\$284</u>

Status

Task Force Review

Line Item ID: 444-3-0083

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

Unemployment/WS

Account Number

81154

Function Code

3100 - Food Service Operations

Object Code

260 - Unemployment Compensation

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Please describe the expenditures within the account and how they will address a COVID-19 need

Unemployment costs for Premium/Hazard Pay for elementary school cooks for continuing to go above and beyond normal expected duties.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$2
Budgeted Expenditures in SFY 2024	\$2
Total Expenditures	<u>\$4</u>

Status

Task Force Review

Line Item ID: 444-3-0084

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

Unemployment/LR

Account Number

81155

Function Code

3100 - Food Service Operations

Object Code

260 - Unemployment Compensation

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Please describe the expenditures within the account and how they will address a COVID-19 need

Unemployment costs for Premium/Hazard Pay for jr./sr. high school cooks for continuing to go above and beyond normal expected duties.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$2
Budgeted Expenditures in SFY 2024	\$2
Total Expenditures	<hr/> \$4

Status

Task Force Review

ESSER III APPLICATION FOR D0448

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>
Inman	119 S Main, Inman, KS 67546	Box 129, Inman, KS 67546
<u>Superintendent Name</u>	<u>Superintendent E-mail Address</u>	<u>Superintendent Phone Number</u>
Scott Friesen	sfriesen@usd448.com	(620) 585-6441

Authorized Representative of the District Information

<u>Name</u>	<u>Position of Title</u>	<u>E-mail Address</u>	<u>Phone Number</u>
Scott Friesen	Superintendent	sfriesen@usd448.com	(620) 585-6441

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.usd448.com/vimages/shared/vnews/stories/62d5d6b452116/2022%20Inman%20District%20Plan%20For%20Safe%20Return%20To%20In-Person%20Instruction.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 448 used all of the CARES, SPARKS, to help make it through the past couple of years. The district wanted to impact student learning to the best of our ability when using the ESSER funding. We would like to continue to utilize ESSER III funds for some safety measures, loss of learning for students, technology system upgrades to be better prepared for online learning if necessary, and staff retention. The district recognizes the importance of all of these items. The use of ESSER III funds for safety specifically refers to additional nursing personnel in our district to provide better access for students and parents as needed. Addressing the learning loss of our students as a result of COVID is something the district prioritized. We will use ESSER III funds to provide additional summer school to students that need that extra help. This will involve students in grades pk-12th grade. We also plan to use the ESSER III funds for new ELA curriculum at the elementary school. The new curriculum will provide for improved scope and sequence to assist in covering gaps in students education that happened as a result of COVID. The new ELA curriculum will also provide options for improved online learning should that need arrive. The additional technology support that will be supported with ESSER III funds, improves our ability to provide support to our students and staff whether we are learning from the classroom or at home if needed. We also plan to use ESSER III funds to fund retention bonuses for staff. Maintaining staff is a key component to successful 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

Inman USD 448 is a smaller district with approximately 420 students. We are continuously reaching out to our students to receive input. Our students were required to do remote learning to finish out the 2020 school year. This was not the preference of our students. They preferred face-to-face instruction. Our plan for the 2021-22 school year was built around keeping our students in the classroom. We focused on providing the students with only face-to-face education. In addition, students wanted to be in school full time. We also know from the data collected that COVID negatively impacted students academically and social emotionally. Students were sent a survey to get their input on our ESSER III plan. Members of Student Council were also consulted to gain more information from our student body. Our plan took this information into consideration and their needs are part of the plan. All students were given the opportunity to participate in a survey that allowed them to give input on our ESSER III plan. From the completed surveys, 6% came from students. Their responses on how the funds should be spent included; summer school programs that enhance learning, additional pay for teachers and staff, additional teachers or staff, and technology support. is why a large portion of our ESSER III funds will be used to close the achievement gap and help with learning loss among our students. We have good input and data supporting our current plan, but we will want to receive continual input from our students.

Families

We value the input that our parents provide regarding the education of their children. Through communicating with our parents, we verified our thoughts that parents want their students in school as much as possible. Our goal is to be proactive and take precautions to provide students with the face-to-face learning as much as possible. All parents/guardians were given a survey that allowed them to give input on our ESSER III plan. The survey was sent to all via email and was also posted on our district website. Hard copies of the survey were also made available to those that wanted them. Parents were also able to give input to the plan during Site Council and PTO meetings. Information from these meetings provided qualitative data for the district to use as part of the ESSER III plan. Families were also given the opportunity to share information at Board of Education meetings. This information was taken into consideration during the development of the plan. From the completed surveys, 66% came from families. Their responses on how the funds should be spent included; summer school programs that enhance learning, additional pay for teachers and staff, additional teachers or staff, additional nursing, technology support, and PPE and cleaning supplies.

School and District Administrators including Special Education Administration

Being a smaller district, USD 448 was able to create our return plan together. There were various small groups and individuals met with during the creation of the plan. School and district administration met frequently to develop the plan. This also included meeting with Special Education Administration to get their input. The plan was created by administration with input from families, students, County Health Officials, and staff members. This information was taken into consideration during the development of the plan. The plan that was developed, benefits all students, including our most at-risk populations. The plan addresses improvements and resources need to address learning loss as a result of COVID. All District Administration were given the opportunity to participate in a survey that allowed them to give input on our ESSER III plan. 100% of District Administration participated in the survey. Their responses on how the funds should be spent included; summer school programs that enhance learning, additional pay for teachers and staff, additional teachers or staff, additional nursing, and technology support.

Teachers, Principals, School leaders, other Educators, School Staff and their Unions

All teachers, school leaders, other educators, school staff and their unions were given the opportunity to participate in a survey that allowed them to give input on our ESSER III plan. From the completed surveys, 37% came from this group. Their responses on how the funds should be spent included; summer school programs that enhance learning, additional pay for teachers and staff, additional teachers or staff, additional nursing, and technology support. In addition to providing information through survey, teachers were given the opportunity to have individual conversations as needed to share more specific information. The data from the surveys was taken, organized, and used for decision making for our ESSER spending plan. Special Education staff was consulted with along the way. This information was taken into consideration during the development of the plan. The current plan benefits all students, including our most at-risk populations. A large portion of our ESSER III funds will be used to address students loss of learning due to COVID.

Tribes

The district is unaware of any Tribal residents in our community, but we do have 4 students who identify as Native American in our school information system. These families had the opportunity to attend site council meetings as well as participate in our survey. USD 448 also reached out directly to these families. USD 448 also emailed the Kansas Association of Native American Education. Through these communications, the needs most expressed were: summer school programs that enhance learning, additional pay for teachers and staff, and technology support.

Civil Rights Organization including Disability Rights Organizations

I attend monthly with the Superintendents in our county. This was a valuable time to get ideas. I also meet bi-weekly with the administrative cabinet at USD 448, and we regularly reach out to similar size districts for input and collaboration. I attend regular meetings led by Randy Watson, which helps to guide our district and keep us updated on various organizations. This information was taken into consideration during the development of the plan. I'm in contact regularly with local law enforcement, and consistently update the local community via the Inman Chamber of Commerce. I also have regular meetings with McPherson County Special Education Cooperative and value their opinions. They have provided input in the development of the plan. We will continue to seek input from stakeholders that represent our demographics.

USD 448 emailed the Kansas Human Rights Commission and also left a message for their director, Ruth Glover, to discuss the use of our ESSER III funds. Although we reached out to this organization, we did not get a response. USD 448 also emailed Kansas Action for Children. Their response:

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.

We will continue to seek input from stakeholders that represent our demographics.

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 size of our district benefits us in this area. We collaborate and are involved with our local churches. Frequent communication with our local law enforcement provides vital information in providing resources for our students and families. We will continue to touch base with these populations and groups to find out what needs can be met. Special Education staff was also communicated with along the way. This information was taken into consideration during the development of the plan. The current plan benefits all students, including our most at-risk populations. Stakeholder groups representing children with disabilities and children in foster care were given the opportunity to participate in a survey that allowed them to give input on our ESSER III plan. From the completed surveys, 27% came from the group representing children with disabilities. Their responses on how the funds should be spent included; summer school programs that enhance learning, additional pay for teachers and staff, additional teachers or staff, technology support, and PPE and cleaning supplies. From the completed surveys, 1% came from the group representing children in foster care. Their responses on how the funds should be spent included; summer school programs that enhance learning, additional pay for teachers and staff, additional teachers or staff, technology support, and PPE and cleaning supplies. There were not subgroups for: children experiencing homelessness, migratory students, English learners, and children who are incarcerated.

Provide the public the opportunity to provide input and take such input into account

All community members were given an opportunity to complete a survey to gather input from them. From the completed surveys, 1% came from the public. Their responses on how the funds should be spent included; additional pay for teachers. This information was analyzed when completing the plan. At Board of Education meetings, community members were allowed to give input on ESSER funds. The input we have received has been an important part of developing our plan. The funds allocated through ESSER will be used to provide a safe learning environment, address student learning loss due to COVID, provide additional technology support if we would need to use remote learning in the future, and provide retention bonuses to staff.

Use of Funds for Learning Loss Set Aside and The Rest of The Allocation

Please briefly describe the impacts of COVID-19 on the district and its Pre-K through 12 students, including any relevant data where possible (e.g., cost impact, learning loss, emotional impact on students). If there has been a disproportionate impact on a special population in the district (e.g., students with disabilities, English Learners, students in foster care, students in poverty, etc.), please describe the impact and provide the number of Pre-K through 12 students in that population.

The spring closure of schools in 2020 caused a disruption of operations and a new focus on remote learning. Although we were fortunate to be able to have almost a full year of face-to-face learning in 2020-2021 with the focus of trying to have as normal a school year as possible, student learning was disrupted. We did not identify any difference of learning loss between subgroups.

We are using the KS Reading assessments and NWEA results to help us gauge the impact the learning loss of our students. Currently in fall 2022, we have an average of 46% of our students 3rd-6th grade achieve a level 3 or 4 on the state assessments. All 3rd-6th grade scores are above the state average. We have 29% of our students in the lowest level. We certainly have room for improvement. Our NWEA results showed the following in Reading; In 2020 and average 40% of our students KDG-6th grade achieved a level 3 or 4 on the NWEA assessments. In 2021 and 2022 the averages were 51% and 50% of our students in KDG-6th grade achieved a level 3 or 4 on the NWEA assessments. The percentage of students at the lowest level dipped during the COVID remote semester of 2020. From 2020 to 2022 the percentages are 13%, 6%, and 11%. We will continue to monitor these scores.

In regard to our efforts to collaborate with our community stakeholders and parents, we have worked hard at building relationships with our stakeholders since COVID. This past year we have been able to host an Open House, have two family nights, Bring Your Parents To School Week, parents coming for lunch, parent volunteers in the classroom and field trips, parent involvement for school activities such as Reading Runaround, Lemonade Stands, Wax Museum, Science Fair, and other events. We will work to continue to increase our relationships with our community partners.

Although we were interrupted and impacted by COVID, we are showing results of recovery. We are seeing great results in our NWEA testing and want to see that carry over to our State Assessment results. Our new Math curriculum is making an impact on our scores. We need to revisit our Math curriculum and discuss strategies, instructional time, tiered instruction and assessments.

In order to address student learning loss due to COVID and strengthen our ELA curriculum, we are excited to kick off the 2022-2023 school year focused on our ELA Wonders Curriculum. This K-6 ELA curriculum is being used to target learning loss for our students with disabilities, children in foster care, and other underserved students. This will provide those students with an opportunity for at-home learning if needed and strategies to help improve learning.

How the LEA will use the funds it reserves under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year? (Provide specific references to evidence-based interventions that meet one of the four tiers of evidence, as defined in Sec. 8101(21) of ESEA)

Summer learning opportunities will be available for students to address the academic impact of lost instructional time. This will involve students in grades pk-12th grade. The summer learning program will be led by certified staff and will be available for all students that need assistance. Classified staff will also be used to support student learning in the summer. We also plan to use the ESSER III funds for new ELA curriculum at the elementary school. The new curriculum will provide for improved scope and sequence to assist in covering gaps in student's education that happened as a result of COVID. The new ELA curriculum will also provide options for improved online learning should that need arise.

How the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act?

A portion of the ESSER III funds will be used to provide technology assistance by hiring an outside company to provide additional support to assist with student learning. The additional technology support that will be supported with ESSER III funds, improves our ability to provide support to our students and staff whether we are learning from the classroom or at home if needed. We also plan to use ESSER III funds to fund retention bonuses for staff. Maintaining staff is a key component to successful learning. The ESSER III funds will also be used to provide principals with the resources necessary to address the needs of their individual schools. Hiring additional nurses helps provide for daily coverage for our district. This additional staffing also helps with developing strategies and implanting public health strategies for the reopening and operation at our school 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.

We will continue to monitor the impact of the interventions implemented with the use of our ESSER funds. This will be done through routine academic evaluation of all of our students and also through meetings with staff, site council, PTO, and all stakeholders as needed.

Allocations

	Direct Allocation	True Up Allocation	Total Allocation		20% Minimum
ESSER III Allocations	\$320,314	\$0	\$320,314	ESSER III Allocations	\$64,063
Approved Total	\$0	\$0	\$0	Approved Total	\$0
Amount Left	\$320,314	\$0	\$320,314	Amount Still Needed	\$64,063
In Review Total	\$320,314	\$0	\$320,314	In Review Total	\$64,700
Amount Left	\$0	\$0	\$0	Amount Still Needed	\$0

Line Items

ID	Allocation Type	Learning Loss	Function Code	Object Code	Allowable Use	Total Expenditures	Status
448-3-0001	Direct	False	1000	644	12	\$47,300	Task Force Review
448-3-0002	Direct	True	1000	110	11A	\$23,000	Task Force Review
448-3-0003	Direct	True	1000	120	11A	\$4,000	Task Force Review
448-3-0004	Direct	False	2100	300	12	\$90,000	Task Force Review
448-3-0005	Direct	False	2100	120	12	\$40,000	Task Force Review
448-3-0006	Direct	False	1000	110	16	\$41,000	Task Force Review
448-3-0007	Direct	False	1000	120	16	\$37,314	Task Force Review
448-3-0008	Direct	True	1000	644	12	\$37,700	Task Force Review

Line Item Details

Line Item ID: 448-3-0001

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

Textbooks

Account Number

06-00-1000-644

Function Code

1000 - Instruction

Object Code

644 - Textbooks

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Please describe the expenditures within the account and how they will address a COVID-19 need

ELA curriculum for our students with disabilities, children in foster care, and other underserved students that will address learning loss, at-home learning, and strategies to help improve learning. The need for improved ELA instruction became evident through the remote learning experience during COVID-19 and looking at our Dibels, NWEA and State Assessment results. We could see the impact COVID-19 had on our students when returning back to school. We do not have a very diverse population, but when looking at all students compared to our free/reduced population there was a 11% gap. Our special education population had a bigger gap in assessment scores. These students struggled a bit more during remote learning. In addition, we saw an increase in the amount of students needing Title One services for reading. With all of this considered, we determined that we needed a consistent, evidenced based curriculum to support the disproportionate impact of COVID-19 on student subgroups. This led us to a curriculum review and was narrowed to Wonders being the best fit for us. In order to address student learning loss due to COVID and strengthen our ELA curriculum, we are excited to kick off the 2022 -2023 school year focused on our ELA Wonders Curriculum. This K-6 ELA curriculum is being used to target learning loss for our students with disabilities, children in foster care, and other underserved students. This will provide those students with an opportunity for at-home learning if needed and strategies to help improve learning.

The cost for the core curriculum was \$47,300. This included the Wonders comprehensive curriculum bundle.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$47,300
Budgeted Expenditures in SFY 2023	\$0
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$47,300</u>

Status

Task Force Review

Line Item Comment from KSDE

Line Item ID: 448-3-0002

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 Summer School COVID

Account Number

06-00-1000-110-1

Function Code

1000 - Instruction

Object Code

110 - Regular Certified Salaries

Allowable Use

11A - Planning and implementing summer learning or enrichment programs.

Please describe the expenditures within the account and how they will address a COVID-19 need

Funds will be used to have summer school teachers for academic needs and social emotional needs. Six teachers for approximately 50 students. In 2018, we were able to provide Summer School for PK-1st grade and served 18 students. In 2019, we were not able to have Summer School due to COVID. In 2020 we had an increased number of students who would benefit from Summer School in all grades, PK-6th. We serviced 43 students due to the learning loss and impact of COVID-19. We are continuing to see gaps and want to be able to continue providing Summer School for all K-6 students.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$11,500
Budgeted Expenditures in SFY 2023	\$11,500
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$23,000</u>

Status

Task Force Review

Line Item ID: 448-3-0003

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 Aides Summer School

Account Number

06-00-1000-120-1

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

Funds will be used to have summer school aides for academic needs and social emotional needs. Five classified staff for approximately 50 students. In 2018, we were able to provide Summer School for PK-1st grade and served 18 students. In 2019, we were not able to have Summer School due to COVID. In 2020 we had an increased number of students who would benefit from Summer School in all grades, PK-6th. We serviced 43 students due to the learning loss and impact of COVID-19. We are continuing to see gaps and want to be able to continue providing Summer School for all K-6 students.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$2,000
Budgeted Expenditures in SFY 2023	\$2,000
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$4,000</u>

Status

Task Force Review

Line Item ID: 448-3-0004

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 Training Services

Account Number

06-00-2120-300

Function Code

2100 - Support Services (Students)

Object Code300 - PURCHASED PROFESSIONAL
AND TECHNICAL SERVICES**Allowable Use**12 - Addressing learning loss among
students, including vulnerable
populations.**Please describe the expenditures within the account and how they will address a COVID-19 need**

The district will hire additional technology support to assist students with learning at school and at home. This will allow for an additional staff member in the district at a cost of \$50,000.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$45,000
Budgeted Expenditures in SFY 2023	\$45,000
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$90,000</u>

Status

Task Force Review

Line Item Comment from KSDE

Per narrative, "A portion of the ESSER III funds will be used to provide technology assistance by hiring an outside company to provide additional support to assist with student learning. The additional technology support that will be supported with ESSER III funds, improves our ability to provide support to our students and staff whether we are learning from the classroom or at home if needed."

Line Item ID: 448-3-0005

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

School Nurse COVID

Account Number

06-00-2134-120

Function Code

2100 - Support Services (Students)

Object Code

120 - Regular Non-Certified Salaries

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Please describe the expenditures within the account and how they will address a COVID-19 need

Provide additional nursing support throughout the district (both buildings). This will be covered by three part-time nurses. Each earning approximately \$10,000 per year or a total of \$30,000 per year.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$20,000
Budgeted Expenditures in SFY 2023	\$20,000
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$40,000</u>

Status

Task Force Review

Line Item ID: 448-3-0006

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

Premium Pay for Certified Staff - COVID

Account Number

06-00-1000-110-1

Function Code

1000 - Instruction

Object Code

110 - Regular Certified Salaries

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Please describe the expenditures within the account and how they will address a COVID-19 need

Provide premium pay of \$500 for 41 full-time classified staff. Payment will be made on May 15, 2023 and May 15, 2024 for those who are still employed. Trying to find employees had been difficult during these times.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$20,500
Budgeted Expenditures in SFY 2023	\$20,500
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$41,000</u>

Status

Task Force Review

Line Item ID: 448-3-0007

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

Premium Pay for Classified Staff - COVID

Account Number

06-00-1000-120-1

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 of \$500 will be paid to classified staff that are still employed on May 15, 2023 and May 15, 2024.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$18,500
Budgeted Expenditures in SFY 2023	\$18,814
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$37,314</u>

Status

Task Force Review

Line Item ID: 448-3-0008

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

Textbooks

Account Number

06-00-1000-644

Function Code

1000 - Instruction

Object Code

644 - Textbooks

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Please describe the expenditures within the account and how they will address a COVID-19 need

ELA curriculum for our students with disabilities, children in foster care, and other underserved students that will address learning loss, at-home learning, and strategies to help improve learning. The need for improved ELA instruction became evident through the remote learning experience during COVID-19 and looking at our Dibels, NWEA and State Assessment results. We could see the impact COVID-19 had on our students when returning back to school. We do not have a very diverse population, but when looking at all students compared to our free/reduced population there was a 11% gap. Our special education population had a bigger gap in assessment scores. These students struggled a bit more during remote learning. In addition, we saw an increase in the amount of students needing Title One services for reading. With all of this considered, we determined that we needed a consistent, evidenced based curriculum to support the disproportionate impact of COVID-19 on student subgroups. This led us to a curriculum review and was narrowed to Wonders being the best fit for us. In order to address student learning loss due to COVID and strengthen our ELA curriculum, we are excited to kick off the 2022 -2023 school year focused on our ELA Wonders Curriculum. This K-6 ELA curriculum is being used to target learning loss for our students with disabilities, children in foster care, and other underserved students. This will provide those students with an opportunity for at-home learning if needed and strategies to help improve learning. The cost for the core curriculum was \$47,300. This included the Wonders comprehensive curriculum bundle.

The cost for additional curriculum materials to be used for tiered support to address student learning loss due to COVID-19 was \$37,700. This additional curriculum material will target learning loss for our students with disabilities, children in foster care, and other underserved students.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$37,700
Budgeted Expenditures in SFY 2023	\$0
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$37,700</u>

Status

Task Force Review

ESSER III APPLICATION FOR D0468

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>
Healy Public Schools	5006 North Dodge Rd, Healy, KS 67850	5006 North Dodge Rd, Healy, KS 67850
<u>Superintendent Name</u>	<u>Superintendent E-mail Address</u>	<u>Superintendent Phone Number</u>
Jeff Jones	jjones@usd468.org	(620) 398-2248

Authorized Representative of the District Information

<u>Name</u>	<u>Position of Title</u>	<u>E-mail Address</u>	<u>Phone Number</u>
Jeff Michael Jones	Superintendent	jjones@usd468.org	(785) 731-1118

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.usd468.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 have hired additional support staff to assist with keeping the facility clean including specific items within the building to reduce the likelihood of spreading the virus and keeping that might be handled by more than one person either cleaned between uses. The additional staff assists with checking students for symptoms and allowing classes to meet if illness causes staff to miss work, as well as added information technology support. Furthermore, we have allowed existing support staff to work increased hours and authorized overtime hours as needed to make sure the facility and vehicles are clean and ready when needed with the extra precautions. In addition, we continue to supply masks and have added air purifiers and supplies to each classroom as well as maintaining masks and having them worn while riding in all school vehicles..

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 include all stakeholders in developing our ESSER plan we held group meetings with both our junior high and high school students in order to determine from their perspective what the greatest needs related to the impacts of the COVID pandemic. In a school district as small as our school district is with approximately 40 total students from preK through 12th grade clear, direct conversation are much more effective than surveys or other small group meetings as having two different group meetings that included all students allowed all perspectives to be heard with more clear communication and both group setting included less than a dozen individuals in the meetings even with 100% participation. During these meetings with 100% of participation with these age groups the primary goal of the group was making sure the facility and vehicles were as clean as possible. You will see these suggestions from students are reflected in the plan we developed.

Families

Our district held open meetings for parents and patrons to discuss the financial opportunities that were made available with the ESSER funds and what they thought the school district should target. We had open meetings with parents to discuss the financial opportunities that were made available with the ESSER funds and what they thought the school district should target. With our small school district we were able to receive direct input and have clear and direct conversations regarding family concerns. These meetings included input from over a quarter of our district's families. Through conducting those meetings we identified two areas where our families had the greatest interest: 1) support for students that had fallen behind in school; 2) making sure the building was as clean and safe as possible. You will see these suggestions from families are reflective in the plan we developed.

School and District Administrators including Special Education Administration

Our administrative team met to discuss progress and concerns regarding the pandemic consistently. We reached out directly to our special education staff including contacting the administration from our local cooperative. The concern of special education staff and administration focused on addressing learning loss and not having students in special education get lost in the changes with remote learning. Through conducting those meetings the administrative team and Board of Education were able to identify the following areas as the most important to be addressed: 1) making up for the learning loss through added student-teacher contact; 2) adding a teacher to increase learning opportunities for students to address learning loss. 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

Our school district employees are not unionized and all principals and other quasi-administrators serve on our administrative team. However, through open discussions with our teaching staff, the school district identified the following need to be addressed: extending learning opportunities to address learning loss by extending the school calendar and having summer learning opportunities for students. You will see these suggestions are reflected in the plan we developed.

Tribes

Based on the Tribal Leaders Directory, USD 106 does not have any federally-recognized tribes within our boundaries. Furthermore, none of our students identify as Native Americans without identifying as Hispanic or Latino in student data. We did reach out to the Kansas Kickapoo Tribe office to receive feedback regarding suggestions to best meet the needs of Native American students. While we did not hear back from anyone, we believe the following 2 supports would best benefit any Native American students: 1) Maintaining clean, safe, and well-maintained facilities; 2) Increasing learning opportunities to cover learning gaps created by the pandemic. You will see these suggestions are reflected in the plan we developed.

Civil Rights Organization including Disability Rights Organizations

We reached out to the Kansas Action for Children, a civil rights organization, and the Kansas Food Bank in order to receive input regarding the needs of students within school districts from their perspective related to civil rights. The concerns that we received were focused on the following items: 1) health and safety of the building for students to receive an education; 2) support for students and families relying on technology; 3) maintaining a strong teaching staff to educate and support student growth. You will see these suggestions are reflected in the plan we developed.

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

During our meeting process we were sure to include our special special education staff and staff that have their focus working with English language learners as these students represent significant populations within our student body. Our district consists of less than 25 total families that have students in our school district. With the unusually small size of student body and number of families with students in the school district not all commonly underserved groups were represented when talking with our families as our district currently does not have any children experiencing homelessness, in foster care, are migrants, or incarceration or possess recognized disabilities outside of learning disabilities and English Learners. Therefore we reached out to organizations such as KVC Kansas, International rescueCommittee office in Wichita, and the Disability Right Center of Kansas to garner further input. In addition, we attempted to consult the families in our district that had students that were a part of the two special populations of English Learners and learning disabilities. Through these conversations the following concerns were identified for us to focus our attention on: 1) after school learning programs; 2) extended learning opportunities to fill gaps. 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

As we did with our ESSER II plan, the district presented and discussed the ESSER III plan at multiple Board of Education meetings. In addition to posting the meetings publicly and inviting input from the public we included information in our school newsletter that was sent to all families in the district. District leaders also reached out to stakeholders that represented different groups within the community to give input regarding the plan and spoke at different community meetings such as the local Lions Club civic organization meeting. With our small community population we found it best to have open dialogue with the different groups and families to gather information for our ESSER plan. The district reached out and had conversations with over 20 individuals through this process which represented a significant percentage of the total adult population within our school district. During those communications two main concerns were identified for us to focus our district's attention which were: 1) Closing any learning gaps that were created by the closure and absences from school due to the pandemic; 2) Keeping the school safe with a very sanitary environment. You can see that these suggestions are reflective in the plan we developed.

Use of Funds for Learning Loss Set Aside and The Rest of The Allocation

Please briefly describe the impacts of COVID-19 on the district and its Pre-K through 12 students, including any relevant data where possible (e.g., cost impact, learning loss, emotional impact on students). If there has been a disproportionate impact on a special population in the district (e.g., students with disabilities, English Learners, students in foster care, students in poverty, etc.), please describe the impact and provide the number of Pre-K through 12 students in that population.

USD 468 serves approximately 40 students in PreK through 12th grade in one facility located at 5006 North Dodge Road in Healy, Kansas. These students left for Spring Break of 2020 and did not return inside the building until the following Fall semester began in August of 2020. While students did have remote learning opportunities, the learning through these platforms did not meet the needs of some of the students. Furthermore, in both 2020-2021 and 2021-2022 school year buildings were closed for short periods of time do to outbreaks and both students and staff were quarantined at different times throughout the school years which significantly disrupted the learning environment. Furthermore, there were some students that did not return to the district either choosing to home school or not return to the district. State Assessments showed a slight dip in performance. However, with the size of district we the use of data can be limited compared to larger districts as our sample sizes are so small that spurious connections can easily be made when the performance of one student can very significantly impact an overall score of a district let alone any subgroups. However, the first hand accounts of our teachers noticed a significant skill deficit in the area of reading for our early elementary students. Using this methodology, which is much more accurate than overall district statistical information with our small sample size we have placed an emphasis on this age group and area of learning.

How the LEA will use the funds it reserves under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year? (Provide specific references to evidence-based interventions that meet one of the four tiers of evidence, as defined in Sec. 8101(21) of ESEA)

The majority of the funds will be used for addressing learning loss through: extending the current school year and previous school year by adding days to the school calendar to address learning loss due to student time missed with in the building working with teachers, adding substantial summer learning opportunities for elementary students, and adding additional teaching staff to assist with filling learning gaps that exist with students.

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 continued implementation of COVID-related protocols aimed at reducing the spread of the virus additional cleaning and sanitizing of the facility, adding staff to assist with the additional cleaning, and allowing staff to work additional hours to meet the added requirements.

How the LEA will ensure that the interventions it implements, including but not limited to the interventions under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time, will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students disproportionately impacted by the COVID-19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students.

The impact of ESSER III funding to reduce learning loss will be monitored by analyzing data in both state assessments, interim data, and our STAR testing. Social, Emotional, and Mental Health needs will be reviewed through the Kansas Communities that Care survey taken annually in grades 6, 8, 10, and 12. When possible subgroups will be analyzed in hopes of ensuring that the needs of all students are being met including students from low-income families, students of color, children with disabilities, and students experiencing other significant barriers. This more in-depth data analysis should drive decisions that will improve instructional decisions, decrease the need for remedial interventions, and increase our graduation rate and state assessment scores moving closer to having every child in our district reach proficient standards.

Allocations

	Direct Allocation	True Up Allocation	Total Allocation		20% Minimum
ESSER III Allocations	\$209,533	\$0	\$209,533	ESSER III Allocations	\$41,907
Approved Total	\$0	\$0	\$0	Approved Total	\$0
Amount Left	\$209,533	\$0	\$209,533	Amount Still Needed	\$41,907
In Review Total	\$209,533	\$0	\$209,533	In Review Total	\$136,156
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
468-3-0001	Direct	False	2600	610	7	\$7,708	Task Force Review
468-3-0002	Direct	False	2400	120	8	\$5,573	Task Force Review
468-3-0003	Direct	False	1000	600	9	\$10,013	Task Force Review
468-3-0004	Direct	True	1000	110	11A	\$5,674	Task Force Review
468-3-0005	Direct	False	2600	120	13	\$42,941	Task Force Review
468-3-0006	Direct	False	4900	453	14	\$2,948	Task Force Review
468-3-0007	Direct	False	2300	120	16	\$4,194	Task Force Review
468-3-0008	Direct	True	1000	110	12	\$12,000	Task Force Review
468-3-0009	Direct	True	1000	110	12	\$14,000	Task Force Review
468-3-0010	Direct	True	1000	110	12	\$32,500	Task Force Review
468-3-0011	Direct	True	1000	110	12	\$34,000	Task Force Review
468-3-0012	Direct	True	1000	120	12	\$30,910	Task Force Review
468-3-0013	Direct	True	1000	120	12	\$7,072	Task Force Review

Line Item Details

Line Item ID: 468-3-0001

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 Funds

Account Number

07

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

Specialized cleaning supplies including floor scrubber. (The floor scrubber and extractor was a ES 400MP 18" for \$3312.43. The remaining amount was for additional cleaning solutions and supplies to sanitize the building).

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$7,708
Budgeted Expenditures in SFY 2023	\$0
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$7,708</u>

Status

Task Force Review

Line Item ID: 468-3-0002

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

Federal Funds

Account Number

07

Function Code

2400 - Support Services (School Administration)

Object Code

120 - Regular Non-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

Planning for meal distribution and individualized sanitation practices. This was not for a new staff member but was additional hours for a new school program that facilitated weekend meals which added to the number hours this employee employee and worked prior to the COVID -19 pandemic. There were also added hours to this former very part-time position to complete additional tasks to ensure cleanliness and greater sanitation practices.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$5,573
Budgeted Expenditures in SFY 2023	\$0
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$5,573</u>

Status

Task Force Review

Line Item ID: 468-3-0003

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 Funds

Account Number

07

Function Code

1000 - Instruction

Object Code

600 - SUPPLIES AND MATERIALS

Allowable Use

9 - Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students.

Please describe the expenditures within the account and how they will address a COVID-19 need

Purchase of additional computers to replace damaged devices from remote learning and to add devices so that remote learning could occur if needed with enough devices. (There were a total of 35 100e Chromebooks purchased and 2 13-inch Macbook Pros purchased for \$10,013).

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$10,013
Budgeted Expenditures in SFY 2023	\$0
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$10,013</u>

Status

Task Force Review

Line Item ID: 468-3-0004

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

FEDERAL Funds

Account Number

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

Salaries for certified staff for summer school learning to address learning gaps created by COVID pandemic

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$5,674
Budgeted Expenditures in SFY 2023	\$0
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$5,674</u>

Status

Task Force Review

Line Item ID: 468-3-0005

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 Funds

Account Number

07

Function Code

2600 - Operation and Maintenance of Plant Services (All except Transportation)

Object Code

120 - Regular Non-Certified Salaries

Allowable Use

13 - School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.

Please describe the expenditures within the account and how they will address a COVID-19 need

Salaries for two additional staff members and hours including overtime to keep facility maintained and cleaned to reduce the spread of contagious virus.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$42,941
Budgeted Expenditures in SFY 2023	\$0
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$42,941</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

Federal Funds

Account Number

07

Function Code

4900 - Other Facilities Acquisition and Construction

Object Code

453 - Heating and Cooling System Services

Allowable Use

14 - Inspection, testing, maintenance, repair, replacement and upgrade projects to improve the indoor air quality in school facilities.

Please describe the expenditures within the account and how they will address a COVID-19 need

Purchased Service to repair and maintain Heating and Cooling Systems throughout the school facility to allow for a healthier environment for education to take place. (There was extensive repairs that needed to take place on the systems and filters were purchased for all the different components within the building).

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$2,948
Budgeted Expenditures in SFY 2023	\$0
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$2,948</u>

Status

Task Force Review

Line Item Comment from KSDE

Allowable if CDC guidelines are met

Line Item ID: 468-3-0007

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 Funds

Account Number

07

Function Code

2300 - Support Services (General Administration)

Object Code

120 - Regular Non-Certified Salaries

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Please describe the expenditures within the account and how they will address a COVID-19 need

Salary for non-certified staff to assist with maintaining and operation of LEA dealing with the organization of new procedures and new requirements in dealing with the COVID pandemic

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$4,194
Budgeted Expenditures in SFY 2023	\$0
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$4,194</u>

Status

Task Force Review

Line Item ID: 468-3-0008

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

Federal Funds

Account Number

07

Function Code

1000 - Instruction

Object Code

110 - Regular Certified Salaries

Allowable Use

12 - 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 certified staff pay for an extended school year to address learning loss due to COVID-19.

Budgeted Expenditures in SFY 2021 \$0

Budgeted Expenditures in SFY 2022 \$12,000

Budgeted Expenditures in SFY 2023 \$0

Budgeted Expenditures in SFY 2024 \$0

Total Expenditures \$12,000

Status

Task Force Review

Line Item ID: 468-3-0009

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

Federal Funds

Account Number

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

Salaries for certified staff to extend the 2022-2023 school year to address learning loss connected to the COVID-19 pandemic.

Budgeted Expenditures in SFY 2021 \$0

Budgeted Expenditures in SFY 2022 \$0

Budgeted Expenditures in SFY 2023 \$14,000

Budgeted Expenditures in SFY 2024 \$0

Total Expenditures \$14,000

Status

Task Force Review

Line Item ID: 468-3-0010

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

Federal Fund

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

Salary for additional teacher to address learning loss and gaps due to COVID-19 for the 2021-2022 school year. Healy USD 468 uses combined grade level classrooms due to the extremely small numbers within each grade level. The system averages between 3 and 4 students per grade level. The addition of a teacher allowed this teacher to teach one grade level which was first grade and allowed another teacher to have a classroom of 2 grade levels instead of 3. The school identified this need as the greatest learning need due to the greater difficulties for younger aged students to learn through distance learning platforms which occurred during the COVID-19 pandemic.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$32,500
Budgeted Expenditures in SFY 2023	\$0
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$32,500</u>

Status

Task Force Review

Line Item ID: 468-3-0011

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

Federal Funds

Account Number

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

Salary for additional teacher for the 2022-2023 school year to address learning loss and gaps due to COVID-19 pandemic. Healy USD 468 uses combined grade level classrooms due to the extremely small numbers within each grade level. The system averages between 3 and 4 students per grade level. The addition of a teacher allowed this teacher to teach one grade level which was first grade and allowed another teacher to have a classroom of 2 grade levels instead of 3. The school identified this need as the greatest learning need due to the greater difficulties for younger aged students to learn through distance learning platforms which occurred during the COVID-19 pandemic. Yes this was the same staff member for the following school year.

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$34,000**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$34,000**Status**

Task Force Review

Line Item ID: 468-3-0012

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

Federal Funds

Account Number

07

Function Code

1000 - Instruction

Object Code

120 - Regular Non-Certified Salaries

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Please describe the expenditures within the account and how they will address a COVID-19 need

Salary for para-professionals for the 2021-2022 school year to assist with addressing learning loss caused by the COVID -19 pandemic. This included salaries for 2 para professionals.

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$30,910**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$30,910**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

Federal Funds

Account Number

07

Function Code

1000 - Instruction

Object Code

120 - Regular Non-Certified Salaries

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Please describe the expenditures within the account and how they will address a COVID-19 need

Salaries for para professional for the 2022-2023 school year to assist in addressing learning loss caused by the COVID-19 pandemic.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$7,072
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$7,072</u>

Status

Task Force Review

ESSER III APPLICATION FOR D0495

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>
Ft Larned	120 East 6th, Larned, KS 67550	120 East 6th, Larned, KS 67550
<u>Superintendent Name</u>	<u>Superintendent E-mail Address</u>	<u>Superintendent Phone Number</u>
Bryce Wachs	bryce.wachs@usd495.com	(620) 285-3185

Authorized Representative of the District Information

<u>Name</u>	<u>Position of Title</u>	<u>E-mail Address</u>	<u>Phone Number</u>
Bryce Wachs	Superintendent	bryce.wachs@usd495.com	(620) 285-3185

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/942/Fort_Larned/1788854/USD_495_Return_to_School_Plan_2022-2023.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 Fort Larned School District has been fortunate with the use of our mitigation strategies to continue to operate school fully in person. We have encountered small amounts of staff and students that missed extended periods of time due to positive cases associated with COVID-19 over the last 18 months. Our staff worked diligently to provide learning opportunities for the students that missed in a remote learning environment. The ability to operate in a fully in-person environment provided the majority of our students with as normal of school environment as possible. Though with the challenges of implementing mitigation strategies, this significantly impacted our ability to provide our tiered system of support in math and reading instruction at the peak of our COVID-19 mitigation. Our students learning throughout the district K-12 took place within their specific class or cohort in upper grades. Currently our main levels of mitigation are categorized in three areas: Face Coverings, Hand Sanitizer, and Clean/Disinfect. USD 495, in partnership with the Pawnee County Health Department has developed a plan to support school buildings and the community for reopening schools. USD 495's Return-to-School Plan provides a tiered approach with clear, actionable steps that are advisable before students and employees Return-to-School buildings. This approach is built upon guidance and recommendations of local and state health officials; is aligned to the reopening guidelines that have been provided by our state and federal leaders; and it is designed to prioritize the health and safety of students and staff as we deliver instruction. USD 495's Return-to-School Plan focuses heavily on the health and physical requirements necessary for reopening school buildings. USD 495 will continue to provide support to school buildings on navigating the academic, social, and emotional effects of the COVID-19 pandemic on students and employees.

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 focus groups with student leadership groups to determine their highest levels of need for pandemic related instruction and support. The Focus Groups we visited with was our High School Student Council, Middle School Student Council, and Elementary Ambassadors with average membership of around 20 students per group. The following supports received the most interest from our students:

- After school tutoring programs
- Additional extra-curricular activities
- Alternative education options

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 site councils and leadership teams. We had 10% response rate to our survey that was distributed. 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 program
- Additional behavioral support and interventions
- Additional personnel and staff support for academic 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 has met regularly to review the needs of our student and staff populations both at the building and district level. These meetings have included a review of survey and focus group data from our various special population groups. We are the host district for our special education cooperative, so the special education director is represented at all of our administration and leadership meetings. As a result of these meetings, the following have been determined as most important to address in our district.

- Summer learning program
- Additional support staff for behavioral support and intervention
- Additional staff for academic interventions
- Attract and retain staff

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. Union representation is part of our building leadership teams that were part of our continued discussion. Union representation didn't provide their own set of plans to the district. Our plans are reflective of those various conversations. Highlights of these collaborative conversations include:

- List strategies you have developed, methods of communication, etc.
- Conducted two community meetings that included, staff, parents, students, administration, board members, and community.
- Distributed a survey to stakeholders to gather input
- Discussed development of plan with building and leadership teams
- Discussed development of plan with building and district site councils
- Conversations with students' leadership groups at the elementary, middle, and high school
- Standing item for information at monthly board of education meetings to discuss development of plan and usage of funds across ESSER I, II, III

Tribes

In a review of our student information system, we identified <1% students who reported as members of a tribe. We distributed a survey to our parents with a return rate of 1.6% that identified as members of a tribe, they indicated the following strategies would be of the greatest benefit to them:

- Summer learning programs
- After school tutoring
- Additional staff and materials for academic interventions
- Purchasing additional supplies to sanitize and clean facilities

Our ESSER plan includes these suggestions based on their feedback to best meet the needs of our students.

Civil Rights Organization including Disability Rights Organizations

We reached out to the following civil rights organizations in our state/region with a survey to seek feedback regarding suggestions to best meet the needs of students as it relates to their civil rights:

- ACLU-Kansas and Kansas Human Rights Commission
- <https://forms.gle/bhGkL1iLt3XLNXhH6>

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:

- Summer learning opportunities
- Additional support staff for behavioral support and intervention
- Additional staff for academic interventions

Stakeholders representing the interests of children with disabilities, English Learners, children experiencing homelessness, children in foster care, migratory students, children who are incarcerated, and other underserved students

We have worked closely with our students and representatives of the subgroup populations in our school district in developing our ESSER support plan. We have conducted surveys and have also engaged in focus group conversations. The subgroups identified in the survey were parents of students with disabilities, parents of English Learners, parents of students experiencing homelessness, parents of students in foster care, parents of students receiving migratory services, and parents of child that underserved. The following were the response rates for the each group:

Students with disabilities- 6.5%, parents of English Learners- .8%, parents of students experiencing homelessness- 1.6%, parents of students in foster care- .8%, parents of students receiving migratory services- .8%, and parents of child that underserved- .8%.

The summary of their responses from surveys and conversations, it was clear that the following supports were most needed.

- Summer learning program
- Additional support staff for behavioral support and intervention
- Additional staff for academic interventions
- Attract and retain staff

You will see that these suggestions are reflective in the plan we developed.

Provide the public the opportunity to provide input and take such input into account

The American Rescue Plan Act of 2021 requires school districts to engage in meaningful consultation with specific stakeholder groups within the district and community.

There are two phases of engagement: Input and Feedback.

Input involves engaging stakeholders prior to and during planning, in order to:

- Identify needs and priorities
- Engage community assets to support planning
- Include representatives of all appropriate stakeholder groups in planning

Feedback involves engaging stakeholders after an initial plan is drafted, in order to:

- Review the plan and ensure it is workable and addresses identified needs
- Identify ways families/communities can support school efforts during implementation and evaluation
- Identify communication and other needs of families/communities during implementation

Both types of engagement will help improve the plan and its implementation. As an initial step in the input phase of the process, we have developed a survey for stakeholders to provide valuable information back to the district. Please click on the following link to participate in the survey: [USD 495 ESSER III Survey](#)

The survey that was distributed had a total of 123 responses. The top five responses from the survey were:

- Summer Learning Program
- After school tutoring program
- Additional support staff to help with academic interventions
- Additional behavior support
- Expanded social emotional learning opportunities

Thank you in advance for providing your thoughts and opinions to the district as we develop 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.

A significant amount of our focus is on making gains on the learning loss that was suffered by our tier 2 and 3 students over the course of the last two years. We identified the need based on data analysis of our local assessments and state assessments. After implementing summer school, middle school intervention specialist, technology and the additional of manipulatives, we will evaluate our data again. Our goal is to show gains in our Tier 2 and 3 students in math and reading statistically higher than our normal gains.

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 plan to use a portion of the ESSER III dollars to provide summer school for our tier 2 and 3 students K-12 during the summer of 2022, 2023, and 2024. The summer school program is three weeks, four days per week in the month of June. Students were identified for the program based on our benchmark screener FastBridge at the K-8 levels. At the high school students were identified that were behind in graduation credits or failing core subjects during the current school term. Funds would pay for certified teachers, classroom aides, and social worker in a designed program to keep student to adult ratios of 8:1.

To help with identified learning losses from missed time in school, we plan to utilize a portion of the ESSER III funds to hire a ELA intervention teacher at the middle school. We currently have one intervention specialist that focuses on both math and ELA. Based on student needs within that facility we need the additional support to provide targeted and evidenced based practices. To provide additional resources for classroom instructors we plan to purchase additional curriculum for interventions.

How the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act?

As we continue to meet the mental health needs of our students, we plan to purchase a character education program for 6-12. The program is CharacterStrong, which is aligned to standards and will be imbedded in our seminar periods. We will also be hiring an additional social worker at the elementary school to help provide behavioral and emotional support to students and parents.

The funds will also be used to provide interactive boards the elementary, middle school and high school classrooms to be utilized during center and intervention activities increasing hands on learning with technology to address learning loss due to Covid.

The COVID-19 pandemic has created current labor shortages and forecasted labor shortages, we will plan to pay a retention premium of \$2,000 (\$1,000 in September and \$1,000 after January 1st) per salaried staff member. We will also pay a retention premium of \$125 per month per instructional hourly staff member in order to keep our district fully staffed. The following schedule will be followed, 9 month hourly employees will receive September-June, 10 month hourly employees will receive September-July and 12 month hourly employees will receive August-July. This is to retain all Full-time and Part-time staff employed by the district.

How the LEA will ensure that the interventions it implements, including but not limited to the interventions under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time, will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students disproportionately impacted by the COVID-19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students.

We will monitor our support within the traditional classroom setting, and implement practices deliberate intervention strategies for students where needed. In evaluating our state assessment data in the spring of 2021 we performed exceptionally well across the board. With the exception of Grade 7 ELA our district was above the state average on all assessments. Though our local benchmarking data with FastBridge showed greater gaps forming with our Tier 2 and 3 students. These were the students that needed the tiered supports throughout the year on top of the core instructional pieces. Our tier 2 and 3 students are comprised heavily from special populations, including students with disabilities, students in foster care and students in poverty. As we have evaluated our spring 2022 state assessments we have analyzed some regression in our data. That has caused us to have specific conversations about how we were more deliberate with foundational skills during the 2020-2021 school year in the midst of COVID-19 and what we did differently in 2021-2022. Our focus as we analyze data and develop plans is investigating strategies to help our students that are at the top of level 1 on the state assessments. We are below 5% in both math and English that are in the bottom of level 1, so we can with specific interventions get our students to level 2.

Allocations

	Direct Allocation	True Up Allocation	Total Allocation		20% Minimum
ESSER III Allocations	\$1,242,023	\$0	\$1,242,023	ESSER III Allocations	\$248,405
Approved Total	\$0	\$0	\$0	Approved Total	\$0
Amount Left	\$1,242,023	\$0	\$1,242,023	Amount Still Needed	\$248,405
In Review Total	\$483,584	\$0	\$483,584	In Review Total	\$242,683
Amount Left	\$758,439	\$0	\$758,439	Amount Still Needed	\$5,722

Line Items

ID	Allocation Type	Learning Loss	Function Code	Object Code	Allowable Use	Total Expenditures	Status
495-3-0001	Direct	False	1000	610	7	\$14,861	Task Force Review
495-3-0002	Direct	False	1000	610	9	\$57,171	Task Force Review
495-3-0003	Direct	False	1000	610	10	\$1,725	Task Force Review
495-3-0004	Direct	False	2100	110	10	\$83,757	Task Force Review
495-3-0005	Direct	False	2100	210	10	\$8,466	Task Force Review
495-3-0006	Direct	False	2100	220	10	\$6,238	Task Force Review
495-3-0007	Direct	False	2100	220	10	\$81	Task Force Review
495-3-0008	Direct	True	1000	110	11A	\$81,840	Task Force Review
495-3-0009	Direct	True	1000	110	11A	\$35,100	Task Force Review
495-3-0010	Direct	True	1000	210	11A	\$1,545	Task Force Review
495-3-0011	Direct	True	1000	220	11A	\$8,931	Task Force Review
495-3-0012	Direct	True	1000	290	11A	\$117	Task Force Review
495-3-0013	Direct	True	1000	110	12	\$82,019	Task Force Review
495-3-0014	Direct	True	1000	210	12	\$8,017	Task Force Review
495-3-0015	Direct	True	1000	220	12	\$6,069	Task Force Review
495-3-0016	Direct	True	1000	290	12	\$80	Task Force Review
495-3-0017	Direct	True	1000	610	12	\$18,965	Task Force Review
495-3-0018	Direct	False	2200	110	15	\$58,790	Task Force Review
495-3-0019	Direct	False	2200	210	15	\$5,434	Task Force Review
495-3-0020	Direct	False	2200	220	15	\$4,321	Task Force Review
495-3-0021	Direct	False	2200	290	15	\$57	Task Force Review

Line Item Details

Line Item ID: 495-3-0001

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

114-50-1000-610

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

Funds will be utilized for enhanced cleaning procedures by the district to combat the spread of COVID-19 in our facilities. This will allow our district to continue to operate in person in a safe environment.

Budgeted Expenditures in SFY 2021	\$0
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Budgeted Expenditures in SFY 2022	\$14,861
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Budgeted Expenditures in SFY 2023	\$0
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Budgeted Expenditures in SFY 2024	\$0
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Total Expenditures	<u>\$14,861</u>
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Status

Task Force Review

Line Item ID: 495-3-0002

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

114-50-1000-610

Function Code

1000 - Instruction

Object Code

610 - General Supplies and Materials

Allowable Use

9 - Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students.

Please describe the expenditures within the account and how they will address a COVID-19 need

The funds will also be use to provide interactive boards in elementary, middle school and high school classrooms to be utilized during center activities increasing hands-on learning with technology. The funds will purchase 16 boards across the district.

Budgeted Expenditures in SFY 2021	\$0
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Budgeted Expenditures in SFY 2022	\$40,932
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Budgeted Expenditures in SFY 2023	\$16,239
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Budgeted Expenditures in SFY 2024	\$0
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Total Expenditures	<u>\$57,171</u>
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Status

Task Force Review

Line Item ID: 495-3-0003

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

114-50-1000-610

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

Funds will be used to purchase CharacterStrong Curriculum for grades 6th-12th. The curriculum will be utilized during our seminar time to build on students Social, Emotional and Character Development. The mental health of students has suffered during the COVID-19 pandemic and we will be focusing on SEL with this curriculum on a daily basis during seminar.

Budgeted Expenditures in SFY 2021	\$0
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Budgeted Expenditures in SFY 2022	\$325
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Budgeted Expenditures in SFY 2023	\$1,400
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Budgeted Expenditures in SFY 2024	\$0
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Total Expenditures	<u>\$1,725</u>
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Status

Task Force Review

Line Item ID: 495-3-0004

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

114-05-2100-110

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

Hiring of a social worker at the elementary school to assist with students and families social, emotional and mental health issues. The mental health of students has suffered during the COVID-19 pandemic and the additional staff member will help support students immediate needs. "new item"

Budgeted Expenditures in SFY 2021	\$0
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Budgeted Expenditures in SFY 2022	\$17,710
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Budgeted Expenditures in SFY 2023	\$66,047
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Budgeted Expenditures in SFY 2024	\$0
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Total Expenditures	<u>\$83,757</u>
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Status

Task Force Review

Line Item ID: 495-3-0005

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

1145-05-2100-210

Function Code

2100 - Support Services (Students)

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

Hiring of a social worker at the elementary school to assist with students and families social, emotional and mental health issues. The mental health of students has suffered during the COVID-19 pandemic and the additional staff member will help support students immediate needs.

Budgeted Expenditures in SFY 2021	\$0
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Budgeted Expenditures in SFY 2022	\$2,587
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Budgeted Expenditures in SFY 2023	\$5,879
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Budgeted Expenditures in SFY 2024	\$0
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Total Expenditures	<u>\$8,466</u>
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Status

Task Force Review

Line Item ID: 495-3-0006

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

114-05-2100-220

Function Code

2100 - Support Services (Students)

Object Code

220 - Social Security Contributions

Allowable Use

10 - Providing mental health services and supports.

Please describe the expenditures within the account and how they will address a COVID-19 need

Hiring of a social worker at the elementary school to assist with students and families social, emotional and mental health issues. The mental health of students has suffered during the COVID-19 pandemic and the additional staff member will help support students immediate needs. "new item"

Budgeted Expenditures in SFY 2021	\$0
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Budgeted Expenditures in SFY 2022	\$1,261
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Budgeted Expenditures in SFY 2023	\$4,977
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Budgeted Expenditures in SFY 2024	\$0
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Total Expenditures	<u>\$6,238</u>
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Status

Task Force Review

Line Item ID: 495-3-0007

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

114-05-2100-220

Function Code

2100 - Support Services (Students)

Object Code

220 - Social Security Contributions

Allowable Use

10 - Providing mental health services and supports.

Please describe the expenditures within the account and how they will address a COVID-19 need

Hiring of a social worker at the elementary school to assist with students and families social, emotional and mental health issues. The mental health of students has suffered during the COVID-19 pandemic and the additional staff member will help support students immediate needs. "new item"

Budgeted Expenditures in SFY 2021	\$0
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Budgeted Expenditures in SFY 2022	\$16
--	------

Budgeted Expenditures in SFY 2023	\$65
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Budgeted Expenditures in SFY 2024	\$0
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Total Expenditures	<u>\$81</u>
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Status

Task Force Review

Line Item ID: 495-3-0008

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

Account Number

114-01-1000-127

Function Code

1000 - Instruction

Object Code

110 - Regular Certified Salaries

Allowable Use

11A - Planning and implementing summer learning or enrichment programs.

Please describe the expenditures within the account and how they will address a COVID-19 need

Funds were utilized in the summer to provide summer school to tier 2 and 3 students that our data showed learning loss attributed to COVID-19. Students still need additional support in the summer with programming to reach grade level achievement on local assessments and level 3 and 4 on state assessments. This is budgeting for 22 certified staff members to instruct roughly 175 students. Our summer school program is a total 60 hrs, three weeks at 4 hrs per day.

Budgeted Expenditures in SFY 2021	\$0
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Budgeted Expenditures in SFY 2022	\$27,280
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Budgeted Expenditures in SFY 2023	\$27,280
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Budgeted Expenditures in SFY 2024	\$27,280
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Total Expenditures	<u>\$81,840</u>
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Status

Task Force Review

Line Item ID: 495-3-0009

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

114-01-1000-127

Function Code

1000 - Instruction

Object Code

110 - Regular Certified Salaries

Allowable Use

11A - Planning and implementing summer learning or enrichment programs.

Please describe the expenditures within the account and how they will address a COVID-19 need

Funds were utilized in the summer to provide summer school to tier 2 and 3 students that our data showed learning loss attributed to COVID-19. Students still need additional support in the summer with programming to reach grade level achievement on local assessments and level 3 and 4 on state assessments. This is budgeting for 15 aides to support instruction of roughly 175 students. Our summer school program is a total 60 hrs, three weeks at 4 hrs per day.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$11,700
Budgeted Expenditures in SFY 2023	\$11,700
Budgeted Expenditures in SFY 2024	\$11,700
Total Expenditures	\$35,100

Status

Task Force Review

Line Item ID: 495-3-0010

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III

Account Number

114-01-1000-210

Function Code

1000 - Instruction

Object Code

210 - Group Insurance

Allowable Use

11A - Planning and implementing summer learning or enrichment programs.

Please describe the expenditures within the account and how they will address a COVID-19 need

Funds were utilized in the summer to provide summer school to tier 2 and 3 students that our data showed learning loss attributed to COVID-19. Students still need additional support in the summer with programming to reach grade level achievement on local assessments and level 3 and 4 on state assessments.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$515
Budgeted Expenditures in SFY 2023	\$515
Budgeted Expenditures in SFY 2024	\$515
Total Expenditures	\$1,545

Status

Task Force Review

Line Item ID: 495-3-0011

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

114-01-1000-220

Function Code

1000 - Instruction

Object Code

220 - Social Security Contributions

Allowable Use

11A - Planning and implementing summer learning or enrichment programs.

Please describe the expenditures within the account and how they will address a COVID-19 need

Funds were utilized in the summer to provide summer school to tier 2 and 3 students that our data showed learning loss attributed to COVID-19. Students still need additional support in the summer with programming to reach grade level achievement on local assessments and level 3 and 4 on state assessments.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$2,977
Budgeted Expenditures in SFY 2023	\$2,977
Budgeted Expenditures in SFY 2024	\$2,977
Total Expenditures	\$8,931

Status

Task Force Review

Line Item ID: 495-3-0012

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

114-01-1000-290

Function Code

1000 - Instruction

Object Code

290 - Other Employee Benefits

Allowable Use

11A - Planning and implementing summer learning or enrichment programs.

Please describe the expenditures within the account and how they will address a COVID-19 need

Funds were utilized in the summer to provide summer school to tier 2 and 3 students that our data showed learning loss attributed to COVID-19. Students still need additional support in the summer with programming to reach grade level achievement on local assessments and level 3 and 4 on state assessments.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$39
Budgeted Expenditures in SFY 2023	\$39
Budgeted Expenditures in SFY 2024	\$39
Total Expenditures	\$117

Status

Task Force Review

Line Item ID: 495-3-0013

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

114-03-1000-110

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

Hiring of an intervention teacher at the middle school in the area of English and reading. Based on the learning loss suffered by students due to COVID-19, our middle school needed the additional support to meet students needs.

Budgeted Expenditures in SFY 2021	\$0
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Budgeted Expenditures in SFY 2022	\$29,879
--	----------

Budgeted Expenditures in SFY 2023	\$52,140
--	----------

Budgeted Expenditures in SFY 2024	\$0
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Total Expenditures	<u>\$82,019</u>
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Status

Task Force Review

Line Item ID: 495-3-0014

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III

Account Number

114-03-1000-210

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

Hiring of an intervention teacher at the middle school in the area of English and reading. Based on the learning loss suffered by students due to COVID-19, our middle school needed the additional support to meet students needs.

Budgeted Expenditures in SFY 2021	\$0
--	-----

Budgeted Expenditures in SFY 2022	\$2,953
--	---------

Budgeted Expenditures in SFY 2023	\$5,064
--	---------

Budgeted Expenditures in SFY 2024	\$0
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Total Expenditures	<u>\$8,017</u>
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Status

Task Force Review

Line Item ID: 495-3-0015

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III

Account Number

114-03-1000-220

Function Code

1000 - Instruction

Object Code

220 - Social Security Contributions

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Please describe the expenditures within the account and how they will address a COVID-19 need

Hiring of an intervention teacher at the middle school in the area of English and reading. Based on the learning loss suffered by students due to COVID-19, our middle school needed the additional support to meet students needs.

Budgeted Expenditures in SFY 2021	\$0
--	-----

Budgeted Expenditures in SFY 2022	\$2,215
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Budgeted Expenditures in SFY 2023	\$3,854
--	---------

Budgeted Expenditures in SFY 2024	\$0
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Total Expenditures	\$6,069
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Status

Task Force Review

Line Item ID: 495-3-0016

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

114-03-1000-290

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

Hiring of an intervention teacher at the middle school in the area of English and reading. Based on the learning loss suffered by students due to COVID-19, our middle school needed the additional support to meet students needs.

Budgeted Expenditures in SFY 2021	\$0
--	-----

Budgeted Expenditures in SFY 2022	\$29
--	------

Budgeted Expenditures in SFY 2023	\$51
--	------

Budgeted Expenditures in SFY 2024	\$0
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Total Expenditures	\$80
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Status

Task Force Review

Line Item ID: 495-3-0017

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

114-50-1000-610

Function Code

1000 - Instruction

Object Code

610 - General Supplies and Materials

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Please describe the expenditures within the account and how they will address a COVID-19 need

Purchasing of Boardworks K-12 Suite to be used as a supplement to our instructional curriculum materials in all core subjects K-12. Boardworks K-12 Education Suite provides a wealth of innovative and inspiring ready-made resources, aligned to state standards. Based on the learning loss suffered by students due to COVID-19, students need the additional support and individualized learning opportunities during tiered intervention sessions to meet students needs. This resource will be used specifically for students in Tier II and Tier III identified by our FastBridge data with additional support. Subgroups of students are represented in our Tier II and Tier III groups for both math and reading.

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$18,965**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$18,965**Status**

Task Force Review

Line Item ID: 495-3-0018

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

114-01-2200-112

Function Code

2200 - Support Services (Instructional Staff)

Object Code

110 - Regular Certified Salaries

Allowable Use

15 - Developing strategies and implementing public health protocols for the reopening and operation of school facilities.

Please describe the expenditures within the account and how they will address a COVID-19 need

Hiring of an additional district nurse to help provide support to students, staff and families to mitigate COVID-19.

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$16,400**Budgeted Expenditures in SFY 2023** \$42,390**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$58,790**Status**

Task Force Review

Line Item ID: 495-3-0019

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

114-01-2200-210

Function Code

2200 - Support Services (Instructional Staff)

Object Code

210 - Group Insurance

Allowable Use

15 - Developing strategies and implementing public health protocols for the reopening and operation of school facilities.

Please describe the expenditures within the account and how they will address a COVID-19 need

Hiring of an additional district nurse to help provide support to students, staff and families to mitigate COVID-19.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$408
Budgeted Expenditures in SFY 2023	\$5,026
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$5,434</u>

Status

Task Force Review

Line Item ID: 495-3-0020

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

114-01-2200-220

Function Code

2200 - Support Services (Instructional Staff)

Object Code

220 - Social Security Contributions

Allowable Use

15 - Developing strategies and implementing public health protocols for the reopening and operation of school facilities.

Please describe the expenditures within the account and how they will address a COVID-19 need

Hiring of an additional district nurse to help provide support to students, staff and families to mitigate COVID-19.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$1,236
Budgeted Expenditures in SFY 2023	\$3,085
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$4,321</u>

Status

Task Force Review

Line Item ID: 495-3-0021

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

114-01-2200-290

Function Code

2200 - Support Services (Instructional Staff)

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

Hiring of an additional district nurse to help provide support to students, staff and families to mitigate COVID-19.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$16
Budgeted Expenditures in SFY 2023	\$41
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<hr/> \$57

Status

Task Force Review

ESSER III APPLICATION FOR D0505

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>
Chetopa-St. Paul	430 Elm Street, Chetopa, KS 673368852	430 Elm Street, Chetopa, KS 673368852
<u>Superintendent Name</u>	<u>Superintendent E-mail Address</u>	<u>Superintendent Phone Number</u>
Craig Bagshaw	cbagshaw@usd505.org	(620) 236-7244

Authorized Representative of the District Information

<u>Name</u>	<u>Position of Title</u>	<u>E-mail Address</u>	<u>Phone Number</u>
Craig	Bagshaw	cbagshaw@usd505.org	(620) 236-7244
<u>Other District Representative 1 - Name</u>	<u>Other District Representative 1 - E-mail Address</u>		
Terri Ross	tross@usd505.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.usd505.org/files/136035084.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?

Chetopa - Saint Paul has relied on the Labette County Health Department and Community Health Center of Southeast Kansas regarding COVID mitigation efforts. Throughout the pandemic, USD 505 has made changes to reflect new guidance from KDHE, CDC, KSDE and local officials.

Implementation of COVID protocols in our schools will continue to evolve as guidance is provided. Our health department will continue to provide COVID testing programs 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. In addition, we will keep PPEs (masks, hand sanitizer, food service equipment, 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 a partnership with Community Health Care to provide mental health services. CHC has been a great partner helping us with COVID cases and student social/emotional needs. Through stakeholder input, we have garnered support for the preventions as mentioned earlier 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 and building administrators met with and surveyed students attending our attendance centers to discuss the proposed ESSER 3 plan. During the meetings; students provided input and feedback on areas they felt the money could be used to address needs brought about as a result of COVID (i.e., student depression, hygiene, comfort in classrooms or lack of comfort, outdoor learning opportunities, school safety). Feedback was noted and shared with our district's ESSER committee.

The student response rate was 20%. The online survey was sent out via school email to all students. We had very few middle and high school students that responded to the online survey, because of this the building principals met with their student councils, and buildings advisory panels to discuss the proposed ESSER III plan and to see how students wanted to utilize the funds.

Our students were very appreciative of the opportunity to provide input and the opportunity to be heard. Again, the top areas of concern, according to our students, were as follows:

Providing additional technology for student use.
Additional personnel and staff support for academic interventions
After school tutoring and Summer learning programs

Families

The district office sent an email to every USD 505 parent/guardian who had a child enrolled in our district. The correspondence explained that ESSER III guidelines and procedures 505 are required to meet for funds to be spent. Families and/or guardians were provided with a link to a survey and were encouraged to complete the survey. In addition, the superintendent has visited with the board, during regularly scheduled meetings, and has provided them with updates from our district ESSER III committee meetings. Mr. Bagshaw, Superintendent, has continuously sought input from community members, business leaders, staff, and administrators and District Leadership Team members.

An email survey was sent to every USD 505 parent/guardian who has a child enrolled in our district. The response rate was 78.7% from families in the district. According to our parent/guardian survey, the top areas of concern were as follows: Purchasing additional supplies to sanitize and clean facilities. Facility upgrades that support student health needs and additional instructional materials and resources (software, textbooks, curriculum, etc.)

According to our parent/guardian survey the top areas of concern were as follows:

Purchasing additional supplies to sanitize and clean facilities.

Facility upgrades that support student health needs

Additional instructional materials and resources (software, textbooks, curriculum, etc.)

School and District Administrators including Special Education Administration

Unified School District 505 employs 3 full-time administrators, a board clerk who also acts as director of food service, and lead transportation director. 2 maintenance directors, a director of technology. The district also employs a curriculum/instructional coach. We also have a shared special education director with the SEK Special Education Cooperative.

All parties have been actively involved since the beginning of September 2021 in the development of the ESSER III Plan. Monthly meetings and ongoing communications have taken place to discuss needs, options and ways Federal money could be utilized to address the identified areas of concern for our district. In addition, all school administrators and special education administrators have participated in various community meetings and state level meetings.

Teachers, Principals, School leaders, other Educators, School Staff and their Unions

The superintendent and district leadership team members have met with all staff in the district on multiple occasions during scheduled staff meetings, in-service days, and administrative meetings to discuss the ESSER III plan and guidelines for how money may or may not be spent.

All staff classified and certified were given an opportunity to share ideas, needs and concerns. District administrators explained the ESSER III application process and specifically, the allowable uses that might be considered for ESSER III funding. Building principals monthly with district administration during administration meetings to discuss ESSER and the needs they have identified. Building administrators were given the task to address the ESSER III plan during their respective staff meetings and grade level collaborations

In addition, the school district met directly with the Chetopa Teachers Association to address the funding needs of students, the community, and staff. Lastly, all parties in this group were invited to complete the ESSER III funding survey to provide input and prioritize the possible funding request for allowable uses.

Tribes

Our student information system, PowerSchool, indicates that we have less than 10 student/staff members who identify as Native American. No individuals to our knowledge are connected to a tribe. Our district will pursue participation in the Indian Education Grant Program. An application for the school year 2022-23 under the Indian Education Formula Grant Program for Local Education Agencies, Title VI of the Elementary and Secondary Education Act, has been obtained from the Office of Indian Education.

All of our families were provided the online survey and allowed to express 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

Our county schools have reached out to and corresponded with Krista Pierce, the Higher Education Director for Quapaw Nation, and Dakota Thompson, Education Specialist for Cherokee Nation, regarding various ways we can help our Native American population. Given the fact that we are geographically located along with Oklahoma and headquarters to several tribes, including the Quapaw and Cherokee Tribe, we have made it a priority to address the needs of our Native American student population. Those needs include extended day and extended year opportunities, specifically after-school/ summer school and tutoring programs.

Civil Rights Organization including Disability Rights Organizations

USD 505 has worked closely with our local special education cooperative and actively pursued additional avenues to support students with disabilities. We hoped to continue building support to ensure our plans meet the needs of all students during the pandemic. The mission and purpose of the SEK Interlocal are to collaborate with member districts to provide special education and related services to identified students who attend school within the Interlocal.

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 the 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 support 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 for 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 an increased cost of funding to raise compensation levels 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, and Superintendents in Cherokee County and Chetopa - St. Paul, also reached out to Lane Williams, the legal director for the Disability Rights Center of Kansas. He provided this input that we took into consideration when developing our plan:

"The Disability Rights Center of Kansas supports schools in Kansas which are trying to obtain additional educational support and services to address the loss in learning by students, particularly students with disabilities, due to the covid pandemic. DRC is the officially designated protection and advocacy organization in Kansas for individuals with disabilities. We are a private non-profit which provides legal advocacy services to clients on a variety of disability rights issues, including education issues encountered by students with disabilities. Since March 2020, our office has received numerous calls from parents of children with disabilities with concerns about the harmful disruption to the educational progress of their children due to the pandemic. They see their children, like their peers, struggling to catch up to where they were educationally before the onset of the pandemic. Unlike their peers, however, their disabilities often create an additional barrier to making progress. Additional supports and services, such as summer enrichment programs and after-school tutoring, are necessary to give students with disabilities have a better opportunity to stop the slide in their educational progress due to the pandemic."

Stakeholders representing the interests of children with disabilities, English Learners, children experiencing homelessness, children in foster care, migratory students, children who are incarcerated, and other underserved students

Data from our school information system indicates that we do not have any students identified as homeless, migrant or incarcerated. To seek input from parents/guardians for students with disabilities, English learners, in foster care, and other underserved students, the district sent an email to 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 online ESSER III survey to provide personal input. 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 its aftermath. Below is a breakdown of our survey information:

Self/Parent/Guardian/Representative for a child with disabilities: The survey information from this group indicated the top three allowable uses to be considered with ESSER III funds were: #1 - additional support for academic intervention, #2 - additional instructional materials and resources, 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.

The response rate for the following stakeholders representing the interests of children with disabilities, English learners, children experiencing homelessness, children in foster care, migratory students, who are incarcerated, and other underserved students was 2.7%. Our district has very small subgroups and no individuals to our knowledge are connected to a tribe, we reached out to the following: Krista Pierce, the Higher Education Director of the Quapaw Nation, and Dakota Thompson, the Education Specialist for the Cherokee Nation, regarding various ways we can help our Native American population. We also reached out to SEK Interlocal to best meet the needs of our students with disabilities as well as Lane Williams, the legal director for the Disabilities Rights Center of Kansas. We have no students that are identified as homeless, migrant, or incarcerated.

Provide the public the opportunity to provide input and take such input into account

The public is welcome and encouraged to provide patron comments during our Board of Education meetings. Since August of 2021, Return to School and/or Covid Mitigation has been an item of discussion at our board meetings. The information discussed at that time has been noted in our board updates to our patrons.

In addition, we made a survey link available to our district stakeholders to provide input on what they perceived would be the greatest needs in our school district to address student needs in regards to COVID and its aftermath. The district office also reached out to our various civic groups and the Labette County Commissioners to help solicit input from our business community. An email that detailed the ESSER III application process and the allowable uses that might be considered for ESSER III funding was sent to the Labette County Economic Development Director. He was invited to complete an ESSER III funding survey to provide individual input. The district also reached out to our public for input at PTO, Site Council, and local school board members.

The district met with the Alumni and PAC teams from both buildings to receive their input on how to utilize ESSER III. The online surveys were also posted on the district website to encourage community input. We are from two small communities and most were involved in the survey through parent/guardian which put our public response rate less than 10%.

Use of Funds for Learning Loss Set Aside and The Rest of The Allocation

Please briefly describe the impacts of COVID-19 on the district and its Pre-K through 12 students, including any relevant data where possible (e.g., cost impact, learning loss, emotional impact on students). If there has been a disproportionate impact on a special population in the district (e.g., students with disabilities, English Learners, students in foster care, students in poverty, etc.), please describe the impact and provide the number of Pre-K through 12 students in that population.

As one of the most disrupted school years draws to a close, it is time to take stock of the impact of the pandemic on student learning and well-being. Although the 2021–22 academic year ended on a high note—with rising vaccination rates, in-person graduations, and access to in-person learning for 99.2 percent of students—it was as a whole perhaps one of the most challenging for educators and students in our district’s history.

During the 2021-22 school year, all five attendance centers were open and in session for face-to-face instruction. However, Covid proved to be a challenge and provided many opportunities for our administration, staff, and parents to learn how to be more flexible as the district navigated its way through the pandemic. All of our buildings faced disruptions and had to change the way instruction was delivered to our children. Covid was real and the impact was felt across USD 505. Our district maintained a COVID-19 data bank. Administration, board members, staff, and contracted employees were consistently monitored..

Our analysis shows that the impact of the pandemic on our K–12 student learning was noticed, leaving some students in our primary grades (K-3) on average 1-2 months behind in mathematics and 1-2 months behind in reading by the end of the school year. The pandemic widened preexisting opportunity and achievement gaps, hitting our at-risk, special education, and disadvantaged students hardest. In math, some students with an individual education plan and at-risk students ended the year further behind as compared to their peers.

Our chronic absenteeism in our attendance centers was higher than in pre-pandemic years. And the crisis/pandemic had an impact on not just academics but also the broader health and well-being of our students, a large majority of parents were very or extremely concerned about their children’s mental health.

Below is analysis of how the pandemic has impacted student learning and social/emotional development/progress of our students:

All students K through 8th grade take the Fast Bridge Assessment (Universal Screener). This data is used to drive our intervention program(s) and provides information for our instructors as they develop strategies for each child enrolled in their respective class. The data also provides information on where reading and math gaps are, so our instructors can pinpoint the exact need and make a plan to support each child.

Social Emotional Screener

This is our third 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.

How the LEA will use the funds it reserves under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year? (Provide specific references to evidence-based interventions that meet one of the four tiers of evidence, as defined in Sec. 8101(21) of ESEA)

Summer Learning- Our students demonstrate a need for academic and social-emotional support that requires funding outside of our budget. Funds are needed to operate summer learning recovery programs in each community. This will range from Pre-K through 12 and will be geared to at-risk students who’ve demonstrated the greatest negative impact from the pandemic. Funding for the summer school program will include staffing cost, transportation and food service cost curriculum, materials, supplies, and related expenses. The district will utilize our MTSS resources (FastBridge and other TASN -approved resources) for grades PreK-8. The High school will use Edgenuity for credit recovery options. Edgenuity is on the approved KSDE list of evidence-based practices. Summer school hours are 8:30 - 12:30, four days per week for four weeks.

After School Programming- This programming will concentrate on closing learning gaps through literacy and math support, while providing homework help for students. This is supported as an evidenced-based practice by KSDE.

Academic Core Resources- We will be updating our core resources. Our process involves vetting through the KSDE evidenced-based practices and the What Works Clearinghouse. Furthermore, we vet our selections through TASN as part of our MTSS protocols.

How the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act?

After addressing learning loss and evidence-based practices that will best serve our students due to the COVID pandemic and its aftermath, the district will request funds that meet the requirement of acceptable uses that are consistent with 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 -continuing technology upgrades to support learning, #2 facility upgrades that support student health needs, and #3- 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 ESSER III 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.

Our ESSER Plan was developed collaboratively with key stakeholders in our community, including KSDE, our local special education cooperative, our education service center, staff, administration, students, and the community. The focus of our planning and the reason for collaborating with such a diverse group was to ensure we were developing plans that not only address the general needs of our community but that we also maintained an important focus on addressing the specific needs of all students and staff populations.

These collaborative conversations remain ongoing and will continue to inform our decision-making throughout the pandemic and in the years to come. Most importantly, we regularly monitor student behaviors, academic recovery, and the success of our student population using an array of data. If the desired results are not present, we will look for common themes within the data and make the necessary adjustments accordingly.

Allocations

	Direct Allocation	True Up Allocation	Total Allocation		20% Minimum
ESSER III Allocations	\$878,992	\$0	\$878,992	ESSER III Allocations	\$175,799
Approved Total	\$0	\$0	\$0	Approved Total	\$0
Amount Left	\$878,992	\$0	\$878,992	Amount Still Needed	\$175,799
In Review Total	\$860,336	\$0	\$860,336	In Review Total	\$266,594
Amount Left	\$18,656	\$0	\$18,656	Amount Still Needed	\$0

Line Items

ID	Allocation Type	Learning Loss	Function Code	Object Code	Allowable Use	Total Expenditures	Status
505-3-0001	Direct	True	1000	110	11B	\$19,762	Task Force Review
505-3-0002	Direct	True	1000	220	11B	\$1,477	Task Force Review
505-3-0003	Direct	False	2600	700	7	\$6,290	Task Force Review
505-3-0004	Direct	True	2710	120	11B	\$2,130	Task Force Review
505-3-0005	Direct	True	2710	220	11B	\$166	Task Force Review
505-3-0006	Direct	False	3100	700	15	\$23,908	Task Force Review
505-3-0007	Direct	False	1000	110	1A	\$53,372	Task Force Review
505-3-0008	Direct	False	1000	220	1A	\$4,071	Task Force Review
505-3-0009	Direct	False	1000	290	1A	\$6,141	Task Force Review
505-3-0010	Direct	True	1000	110	12	\$7,635	Task Force Review
505-3-0011	Direct	True	1000	220	12	\$522	Task Force Review
505-3-0012	Direct	True	1000	290	12	\$3,059	Task Force Review
505-3-0014	Direct	True	1000	500	11A	\$4,716	Task Force Review
505-3-0015	Direct	True	1000	610	11A	\$1,727	Task Force Review
505-3-0016	Direct	False	1000	110	1A	\$148,000	Task Force Review
505-3-0017	Direct	False	1000	220	1A	\$11,500	Task Force Review
505-3-0018	Direct	False	1000	290	1A	\$25,882	Task Force Review
505-3-0019	Direct	True	1000	610	12	\$23,942	Task Force Review
505-3-0020	Direct	True	1000	610	12	\$4,644	Task Force Review
505-3-0021	Direct	False	1000	610	12	\$14,192	Task Force Review
505-3-0022	Direct	False	1000	610	12	\$968	Task Force Review
505-3-0023	Direct	True	2720	800	11A	\$4,240	Task Force Review
505-3-0024	Direct	True	2720	800	11B	\$4,360	Task Force Review
505-3-0025	Direct	True	1000	110	11A	\$23,326	Task Force Review
505-3-0026	Direct	True	2720	120	11A	\$2,563	Task Force Review
505-3-0027	Direct	True	3100	120	11A	\$2,961	Task Force Review
505-3-0028	Direct	True	1000	220	11A	\$1,855	Task Force Review
505-3-0029	Direct	True	2720	220	11A	\$197	Task Force Review
505-3-0030	Direct	True	3100	220	11A	\$155	Task Force Review
505-3-0031	Direct	True	1000	610	12	\$3,052	Task Force Review

505-3-0032	Direct	False	1000	644	12	\$56,623	Task Force Review
505-3-0033	Direct	False	1000	644	12	\$3,007	Task Force Review
505-3-0034	Direct	True	1000	610	12	\$9,917	Task Force Review
505-3-0035	Direct	True	1000	610	12	\$5,738	Task Force Review
505-3-0036	Direct	True	1000	110	11B	\$40,000	Task Force Review
505-3-0037	Direct	True	1000	220	11B	\$3,000	Task Force Review
505-3-0038	Direct	True	2710	120	11B	\$4,300	Task Force Review
505-3-0039	Direct	True	2710	220	11B	\$350	Task Force Review
505-3-0040	Direct	True	2720	800	11B	\$8,720	Task Force Review
505-3-0041	Direct	True	1000	110	11A	\$46,000	Task Force Review
505-3-0042	Direct	True	2720	120	11A	\$5,200	Task Force Review
505-3-0043	Direct	True	3100	120	11A	\$6,000	Task Force Review
505-3-0044	Direct	True	1000	220	11A	\$3,700	Task Force Review
505-3-0045	Direct	True	2720	220	11A	\$400	Task Force Review
505-3-0046	Direct	True	3100	220	11A	\$300	Task Force Review
505-3-0047	Direct	True	2720	800	11A	\$8,480	Task Force Review
505-3-0048	Direct	True	1000	500	11A	\$10,000	Task Force Review
505-3-0049	Direct	True	1000	610	11A	\$2,000	Task Force Review
505-3-0052	Direct	False	1000	100	15	\$79,500	Task Force Review
505-3-0053	Direct	False	1000	220	15	\$6,065	Task Force Review
505-3-0054	Direct	False	2600	120	15	\$10,500	Task Force Review
505-3-0055	Direct	False	2600	220	15	\$810	Task Force Review
505-3-0056	Direct	False	3100	120	15	\$7,500	Task Force Review
505-3-0057	Direct	False	3100	220	15	\$575	Task Force Review
505-3-0058	Direct	False	2710	120	15	\$15,000	Task Force Review
505-3-0059	Direct	False	2710	220	15	\$1,150	Task Force Review
505-3-0060	Direct	False	2400	110	15	\$6,000	Task Force Review
505-3-0061	Direct	False	2400	220	15	\$460	Task Force Review
505-3-0062	Direct	False	2300	110	15	\$3,000	Task Force Review
505-3-0063	Direct	False	2300	220	15	\$230	Task Force Review
505-3-0064	Direct	False	1000	100	15	\$66,250	Task Force Review
505-3-0065	Direct	False	1000	220	15	\$5,043	Task Force Review
505-3-0066	Direct	False	2600	120	15	\$8,750	Task Force Review
505-3-0067	Direct	False	2600	220	15	\$675	Task Force Review
505-3-0068	Direct	False	3100	120	15	\$6,250	Task Force Review
505-3-0069	Direct	False	3100	220	15	\$475	Task Force Review
505-3-0070	Direct	False	2710	120	15	\$12,500	Task Force Review
505-3-0071	Direct	False	2710	220	15	\$975	Task Force Review
505-3-0072	Direct	False	2400	110	15	\$5,000	Task Force Review
505-3-0073	Direct	False	2400	220	15	\$385	Task Force Review
505-3-0074	Direct	False	2300	110	15	\$2,500	Task Force Review
505-3-0075	Direct	False	2300	220	15	\$195	Task Force Review

Line Item Details

Line Item ID: 505-3-0001

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

ESSER 3 Afterschool salary

Account Number

92-1013-113

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

21-22 The afterschool program is held from 3:50-5:05 Monday-Thursday. This item includes the staff need to teach the afterschool enrichment program. The goal of the afterschool program is to give more specialized instructions to help all students who are performing below benchmark, part of which was caused from the COVID shutdown.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$19,762
Budgeted Expenditures in SFY 2023	\$0
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$19,762</u>

Status

Task Force Review

Line Item ID: 505-3-0002

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

ESSER 3 Afterschool social security

Account Number

92-1013-220

Function Code

1000 - Instruction

Object Code

220 - Social Security Contributions

Allowable Use

11B - Planning and implementing supplemental after-school programs.

Please describe the expenditures within the account and how they will address a COVID-19 need

This is the social security for the afterschool program staff salaries.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$1,477
Budgeted Expenditures in SFY 2023	\$0
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$1,477</u>

Status

Task Force Review

Line Item ID: 505-3-0003

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

ESSER 3 janitorial equipment

Account Number

92-2613-700

Function Code

2600 - Operation and Maintenance of Plant Services (All except Transportation)

Object Code

700 - PROPERTY

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

Restroom cleaning system-2 units, one for each campus. These will provide better and deeper cleaning of the building restrooms and locker rooms and make them more sanitized through the use of a sanitizing solution that is sprayed on the walls to help to kill the Coronavirus and other viruses.

The best way to describe this machine is that it is like a pressure washer that sprays sanitizer instead of water and then the machine sucks up the liquid like a wet vac.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$6,290
Budgeted Expenditures in SFY 2023	\$0
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$6,290</u>

Status

Task Force Review

Line Item ID: 505-3-0004

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 3 bus salary

Account Number

92-2723-120

Function Code

2710 - Vehicle Operation

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

21-22 This is bus salary for a driver to transport the afterschool students home after the afterschool program.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$2,130
Budgeted Expenditures in SFY 2023	\$0
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$2,130</u>

Status

Task Force Review

Line Item ID: 505-3-0005

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

ESSER 3 social security

Account Number

92-2723-220

Function Code

2710 - Vehicle Operation

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

This the social security for the afterschool program bus salaries.

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$166**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$166**Status**

Task Force Review

Line Item ID: 505-3-0006

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-FS equipment

Account Number

92-3100-700

Function Code

3100 - Food Service Operations

Object Code

700 - PROPERTY

Allowable Use

15 - Developing strategies and implementing public health protocols for the reopening and operation of school facilities.

Please describe the expenditures within the account and how they will address a COVID-19 need

Due to the COVID pandemic, our food suppliers are having trouble providing food for the student meals when they are needed. We needed to purchase more freezers so we could store more food when it is available for purchase so we will have it when it is needed. We have purchased 3 commercial freezers, one for one campus and 2 for the other campus.

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$23,908**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$23,908**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: 505-3-0007

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 teacher salary

Account Number

92-1014-110

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

21-22 Our district will hire 2 teachers to reduce the classroom size of two elementary classrooms. This will allow for fewer students in a classroom so the students can be spaced out to help prevent the spread of COVID and improve the students performing below benchmark academically due to the COVID shutdown.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$53,372
Budgeted Expenditures in SFY 2023	\$0
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$53,372</u>

Status

Task Force Review

Line Item ID: 505-3-0008

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

ESSER 3 social security

Account Number

92-1014-220

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 is the social security and unemployment taxes on the classroom reduction teachers.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$4,071
Budgeted Expenditures in SFY 2023	\$0
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$4,071</u>

Status

Task Force Review

Line Item ID: 505-3-0009

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 fringe benefit

Account Number

92-1014-290

Function Code

1000 - Instruction

Object Code

290 - Other Employee Benefits

Allowable Use

1A - Any activity authorized by the Elementary and Secondary Education Act of 1965.

Please describe the expenditures within the account and how they will address a COVID-19 need

This is the insurance cost related to the classroom reduction teachers.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$6,141
Budgeted Expenditures in SFY 2023	\$0
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$6,141</u>

Status

Task Force Review

Line Item ID: 505-3-0010

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 3 teacher salary1000

Account Number

92-1014-110

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

Our district will hire an Academic Coach for the 2021-22 school year. This instructor will work with students who are behind academically due to missing school because of the COVID shutdown as well as those students who are below benchmark in their grade level on state assessments, IXL and Fastbridge assessments.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$7,635
Budgeted Expenditures in SFY 2023	\$0
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$7,635</u>

Status

Task Force Review

Line Item ID: 505-3-0011

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 social security

Account Number

92-1014-220

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

social security and unemployment taxes on the Academic Coach

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$522**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$522**Status**

Task Force Review

Line Item ID: 505-3-0012

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 fringe benefit

Account Number

92-1014-290

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

Insurance cost related to the Academic Coach

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$3,059**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$3,059**Status**

Task Force Review

Line Item ID: 505-3-0014

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 summer activities

Account Number

92-4003-500

Function Code

1000 - Instruction

Object Code

500 - OTHER PURCHASED SERVICES

Allowable Use

11A - Planning and implementing summer learning or enrichment programs.

Please describe the expenditures within the account and how they will address a COVID-19 need

21-22 Field trip entry fees and other expenses and educational camp at Greenbush. These trips/camps will help to provide student enrichment during our summer school session and promote attendance.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$1,216
Budgeted Expenditures in SFY 2023	\$3,500
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$4,716</u>

Status

Task Force Review

Line Item ID: 505-3-0015

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 summer school supplies

Account Number

92-4003-610

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

21-22 Supplies and staff meals to supervise lunches in our summer school program that was half a day for 4 weeks.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$868
Budgeted Expenditures in SFY 2023	\$859
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$1,727</u>

Status

Task Force Review

Line Item ID: 505-3-0016

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

ESSER 3 teacher salary

Account Number

92-1014-110

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

2022-2023 and 2023-24 Our district will hire 2 teachers to reduce the classroom size of two elementary classrooms. This will allow for fewer students in a classroom so the students can be spaced out to help prevent the spread of COVID and improve the students performing below benchmark academically due to the COVID shutdown.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$70,000
Budgeted Expenditures in SFY 2024	\$78,000
Total Expenditures	<u>\$148,000</u>

Status

Task Force Review

Line Item ID: 505-3-0017

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

ESSER 3 social security

Account Number

92-1014-220

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 is the social security and unemployment taxes on the classroom reduction teachers.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$5,500
Budgeted Expenditures in SFY 2024	\$6,000
Total Expenditures	<u>\$11,500</u>

Status

Task Force Review

Line Item ID: 505-3-0018

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

ESSER 3 fringe benefit

Account Number

92-1014-290

Function Code

1000 - Instruction

Object Code

290 - Other Employee Benefits

Allowable Use

1A - Any activity authorized by the Elementary and Secondary Education Act of 1965.

Please describe the expenditures within the account and how they will address a COVID-19 need

This is the insurance cost related to the classroom reduction teachers.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$12,607
Budgeted Expenditures in SFY 2024	\$13,275
Total Expenditures	<u>\$25,882</u>

Status

Task Force Review

Line Item ID: 505-3-0019

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 supplies

Account Number

92-1014-610

Function Code

1000 - Instruction

Object Code

610 - General Supplies and Materials

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Please describe the expenditures within the account and how they will address a COVID-19 need

Our district has purchased a 3 year license to IXL. This program will allow the students to practice the skills that they missed during the COVID. The district determined the need for this program based on the drop in state assessment scores and other testing programs.

What subgroups are most greatly affected by COVID-19? District-wide our subgroups most affected were students economically disadvantaged and students with disabilities.

How will this address the learning loss?

IXL's Real-Time Diagnostic evaluates each student's knowledge in math and reading and gives the According to our KCTC Climate Types Report, the district has 58.9% of students receive free or reduced lunch. Several single-family homes, students in foster care, and students with disabilities are all represented in the district. students a personalized action plan to help them close gaps for each individual learner. Teachers can create personalized study plans using IXL scores to differentiate learning and propel growth throughout the year.

The license will run from June 30, 2022-July 31, 2025.

If the program is beneficial to learning loss during the contract time, the district will use other funds to continue the program past the end date of the contract.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$11,971
Budgeted Expenditures in SFY 2024	\$11,971
Total Expenditures	<u>\$23,942</u>

Status

Task Force Review

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

ESSER 3 supplies

Account Number

92-1014-610

Function Code

1000 - Instruction

Object Code

610 - General Supplies and Materials

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Please describe the expenditures within the account and how they will address a COVID-19 need

Fastbridge License-will be used to monitor student learning, meet dyslexia requirements so the district can identify academic gaps caused by the loss of learning during COVID

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$1,548
Budgeted Expenditures in SFY 2024	\$3,096
Total Expenditures	\$4,644

Status

Task Force Review

Line Item ID: 505-3-0021

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

ESSER 3 supplies

Account Number

92-1014-610

Function Code

1000 - Instruction

Object Code

610 - General Supplies and Materials

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Please describe the expenditures within the account and how they will address a COVID-19 need

Our district purchased Handwriting Without Tears. The program is an evidence-based program that is taught within the classroom setting and is geared toward improving handwriting in all children and not just those exhibiting difficulties. It also promotes multi-sensory teaching an important aspect of instruction for struggling readers.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$14,192
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	\$14,192

Status

Task Force Review

Line Item ID: 505-3-0022

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

ESSER 3 supplies

Account Number

92-1014-610

Function Code

1000 - Instruction

Object Code

610 - General Supplies and Materials

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Please describe the expenditures within the account and how they will address a COVID-19 need

Our district purchased Significant 72. This program lays out the research on how to develop positive relationships between teachers and their students. The positive relationships will help the students to perform better in the classroom.

What subgroups with this address?

According to our KCTC Climate Types Report, the district has 58.9% of students receive free or reduced lunch. Several single-family homes, students in foster care, and students with disabilities are all represented in the district.

How will it address learning loss? These Significant 72 practices are an initiative for the district that supports and guides relationship-building between teachers and students. In this book, Dr. Wolcott references the research of John Hattie, which says student-teacher relationships can help students achieve nearly two years' growth in one year's time.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$968
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$968</u>

Status

Task Force Review

Line Item ID: 505-3-0023

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 bus use

Account Number

92-2720-800

Function Code

2720 - Monitoring Services

Object Code800 - DEBT SERVICE AND
MISCELLANEOUS**Allowable Use**11A - Planning and implementing
summer learning or enrichment
programs.**Please describe the expenditures within the account and how they will address a COVID-19 need**

2022 This is the bus use fee for the summer school program. The buses were used to transport approximately 100 kids to and from school and on field trips.

This is not paid to another company. It is paid to the district general fund to reimburse for the fuel and supplies to transport the students home from summer school.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$4,240
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$4,240</u>

Status

Task Force Review

Line Item ID: 505-3-0024

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 bus use

Account Number

92-2720-800

Function Code

2720 - Monitoring Services

Object Code800 - DEBT SERVICE AND
MISCELLANEOUS**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**

21-22 This is the bus use fee for the afterschool program. The bus was used to transport approximately 20-25 students per day home from school for 100 days.

This fee is not paid to another company. This is a reimbursement to the general fund to cover the cost of fuel and other supplies for the afterschool bus to transport the kids home.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$4,360
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$4,360</u>

Status

Task Force Review

Line Item ID: 505-3-0025

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 summer pay

Account Number

92-4003-110

Function Code

1000 - Instruction

Object Code

110 - Regular Certified Salaries

Allowable Use

11A - Planning and implementing summer learning or enrichment programs.

Please describe the expenditures within the account and how they will address a COVID-19 need

2022 Summer school was held May 23-June 16. Chetopa and St. Paul had 4 weeks of half days of instruction. This item includes the directors and staff need to teach the summer school enrichment program. The goal of the summer school is to give more specialist instructions to help all students who are performing below benchmark, part of which was caused from the COVID shutdown. About 115 students benefited from summer school.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$23,326
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$23,326</u>

Status

Task Force Review

Line Item ID: 505-3-0026

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 summer school bus driver

Account Number

92-4003-120

Function Code

2720 - Monitoring Services

Object Code

120 - Regular Non-Certified Salaries

Allowable Use

11A - Planning and implementing summer learning or enrichment programs.

Please describe the expenditures within the account and how they will address a COVID-19 need

This item includes the cost of the bus drivers that were hired to transport the students to summer school and the included activities from May 23-June 16.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$2,563
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$2,563</u>

Status

Task Force Review

Line Item ID: 505-3-0027

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 summer school cook

Account Number

92-4003-130

Function Code

3100 - Food Service Operations

Object Code

120 - Regular Non-Certified Salaries

Allowable Use

11A - Planning and implementing summer learning or enrichment programs.

Please describe the expenditures within the account and how they will address a COVID-19 need

Meals were served to the students for breakfast and lunch during the summer school program. Our cooks and additional staff made sure all meals were prepared and everything was sanitized before and after meals to reduce the spread of covid and other illnesses.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$2,961
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$2,961</u>

Status

Task Force Review

Line Item ID: 505-3-0028

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 social security

Account Number

92-4003-220

Function Code

1000 - Instruction

Object Code

220 - Social Security Contributions

Allowable Use

11A - Planning and implementing summer learning or enrichment programs.

Please describe the expenditures within the account and how they will address a COVID-19 need

This is social security on all salaries paid related to summer school.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$1,855
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$1,855</u>

Status

Task Force Review

Line Item ID: 505-3-0029

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 social security

Account Number

92-4003-220

Function Code

2720 - Monitoring Services

Object Code

220 - Social Security Contributions

Allowable Use

11A - Planning and implementing summer learning or enrichment programs.

Please describe the expenditures within the account and how they will address a COVID-19 need

This is social security on all salaries paid related to summer school.

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$197**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$197**Status**

Task Force Review

Line Item ID: 505-3-0030

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 social security

Account Number

92-4003-220

Function Code

3100 - Food Service Operations

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

This is social security on all salaries paid related to summer school.

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$155**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$155**Status**

Task Force Review

Line Item ID: 505-3-0031

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 supplies

Account Number

92-1014-610

Function Code

1000 - Instruction

Object Code

610 - General Supplies and Materials

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Please describe the expenditures within the account and how they will address a COVID-19 need

95% Group Multisyllable Phonics Lesson Library

Rich with standards-based writing focused on students, three passages are included per skill. It helps students solve the mystery of reading multisyllabic words by recognizing patterns, identifying correct vowel sounds, and applying syllable division rules.

Which subgroups most impacted by COVID-19 will this impact? This program is being used by students that are economically disadvantaged, a few that are English learners and students with disabilities.

If this is being used with all students it will need to be removed from the 20% set aside.
This program is not being used by all students.

How will it address learning loss? With the use of 95% Group Multisyllable Phonic Lesson Library, we can identify gaps, set goals, and plan steps to raise reading achievement. We work with 95% to design a plan that is tailored to our school or district. This will help with the concern over some of our K-3 students that seem to be affected by remote learning.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$3,052
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$3,052</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 textbooks

Account Number

92-1014-644

Function Code

1000 - Instruction

Object Code

644 - Textbooks

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Please describe the expenditures within the account and how they will address a COVID-19 need

Into Literature 7-12 is based on the latest evidence-based research on how students learn. The Program is organized into six thematic units of instruction with systemic and explicit instruction.

Which subgroups most impacted by COVID-19 will this impact? How will it address learning loss? If this is being used with all students it will need to be removed from the 20% set aside.

This is used by all 7-12 students, so I am not sure if this needs to be removed from the 20% set aside.

Which subgroups most impacted by COVID-19 will this impact? The subgroups that will be impacted by this program will be students that are economically disadvantaged and students with disabilities.

How will it address learning loss? HMH Into Literature 7-12 is an evidence-based program reading program that strengthens learning, accelerates achievement, and creates an equitable learning environment. It engages every learning with content that supports all instruction and maximizes growth through data-driven differentiation and target scaffolds to help student growth outcomes. The program is driven by data that allows teachers to close grapes and build equity in their classrooms. The writable program demonstrates a rationale and a proven approach to help students with writing proficiency.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$56,623
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$56,623</u>

Status

Task Force Review

Line Item ID: 505-3-0033

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 3 textbooks

Account Number

92-1014-644

Function Code

1000 - Instruction

Object Code

644 - Textbooks

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Please describe the expenditures within the account and how they will address a COVID-19 need

The Kansas Journey, 3rd edition fully aligns with the Kansas Standards for History, Government, and Social Studies for Grade 7. These books will help to teach those history standards that the students missed during COVID.

Budgeted Expenditures in SFY 2021	\$0
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Budgeted Expenditures in SFY 2022	\$0
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Budgeted Expenditures in SFY 2023	\$3,007
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Budgeted Expenditures in SFY 2024	\$0
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Total Expenditures	<u>\$3,007</u>
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Status

Task Force Review

Line Item ID: 505-3-0034

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 3 supplies

Account Number

92-1014-610

Function Code

1000 - Instruction

Object Code

610 - General Supplies and Materials

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Please describe the expenditures within the account and how they will address a COVID-19 need

Really Great Reading-Intensive and effective scientifically aligned foundational reading skill instruction for older students with gaps in their basic decoding skills that is strategic and systematic.

Budgeted Expenditures in SFY 2021	\$0
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Budgeted Expenditures in SFY 2022	\$0
--	-----

Budgeted Expenditures in SFY 2023	\$9,917
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Budgeted Expenditures in SFY 2024	\$0
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Total Expenditures	<u>\$9,917</u>
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Status

Task Force Review

Line Item ID: 505-3-0035

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

ESSER 3 supplies

Account Number

92-1014-610

Function Code

1000 - Instruction

Object Code

610 - General Supplies and Materials

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Please describe the expenditures within the account and how they will address a COVID-19 need

Reading Horizons 6-12 Intervention-The Elevate program teaches students systematically and sequentially, starting from the basic skills and moving toward more complex skills.

Please let us know how this will address a COVID-19 need.

Reading Horizons 6-12 Intervention helps students' learning loss in reading, especially through the targeted interventions of RH Elevate. It quickly provides older students with many small successes that encourage them to keep trying and reach new heights. We use it for foundational decoding skill gaps with assessment-driven explicit phonics instruction based on the principles of the science of reading. During COVID-19 we felt that our older struggling readers seemed to not be as engaged with lessons and with Elevate they find that if they have quick success and enjoy the lessons and we have seen student growth through their assessments.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$5,738
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$5,738</u>

Status

Task Force Review

Line Item ID: 505-3-0036

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 3 Afterschool salary

Account Number

92-1013-113

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

2022-23 and 2023-2024 The afterschool program is held from 3:50-5:05 Monday-Thursday. This item includes the staff need to teach the afterschool enrichment program. The goal of the afterschool program is to give more specialized instructions to help all students who are performing below benchmark, part of which was caused from the COVID shutdown. Approximately 25-30 students attend.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$20,000
Budgeted Expenditures in SFY 2024	\$20,000
Total Expenditures	<u>\$40,000</u>

Status

Task Force Review

Line Item ID: 505-3-0037

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

ESSER 3 Afterschool social security

Account Number

92-1013-220

Function Code

1000 - Instruction

Object Code

220 - Social Security Contributions

Allowable Use

11B - Planning and implementing supplemental after-school programs.

Please describe the expenditures within the account and how they will address a COVID-19 need

This is the social security for the afterschool program staff salaries.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$1,500
Budgeted Expenditures in SFY 2024	\$1,500
Total Expenditures	<u>\$3,000</u>

Status

Task Force Review

Line Item ID: 505-3-0038

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

ESSER 3 bus salary

Account Number

92-2723-120

Function Code

2710 - Vehicle Operation

Object Code

120 - Regular Non-Certified Salaries

Allowable Use

11B - Planning and implementing supplemental after-school programs.

Please describe the expenditures within the account and how they will address a COVID-19 need

This is bus salary for a driver to transport the afterschool students home after the afterschool program.

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$2,150**Budgeted Expenditures in SFY 2024** \$2,150**Total Expenditures** \$4,300**Status**

Task Force Review

Line Item ID: 505-3-0039

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 3 social security

Account Number

92-2723-220

Function Code

2710 - Vehicle Operation

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

This the social security for the afterschool program bus salaries.

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$175**Budgeted Expenditures in SFY 2024** \$175**Total Expenditures** \$350**Status**

Task Force Review

Line Item ID: 505-3-0040

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

ESSER 3 bus use

Account Number

92-2720-800

Function Code

2720 - Monitoring Services

Object Code800 - DEBT SERVICE AND
MISCELLANEOUS**Allowable Use**11B - Planning and implementing
supplemental after-school programs.**Please describe the expenditures within the account and how they will address a COVID-19 need**

This is the bus use fee for the afterschool program. The bus was used to transport approximately 20-25 students per day home from school for 100 days.

Budgeted Expenditures in SFY 2021	\$0
--	-----

Budgeted Expenditures in SFY 2022	\$0
--	-----

Budgeted Expenditures in SFY 2023	\$4,360
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Budgeted Expenditures in SFY 2024	\$4,360
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Total Expenditures	<u>\$8,720</u>
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Status

Task Force Review

Line Item ID: 505-3-0041

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 3 summer pay

Account Number

92-4003-110

Function Code

1000 - Instruction

Object Code

110 - Regular Certified Salaries

Allowable Use11A - Planning and implementing
summer learning or enrichment
programs.**Please describe the expenditures within the account and how they will address a COVID-19 need**

2023 and 2024 Chetopa and St. Paul plan to have 4 weeks of half days of instruction. This item includes the directors and staff need to teach the summer school enrichment program. The goal of the summer school is to give more specialist instructions to help all students who are performing below benchmark, part of which was caused from the COVID shutdown. About 115 students benefit from summer school.

Budgeted Expenditures in SFY 2021	\$0
--	-----

Budgeted Expenditures in SFY 2022	\$0
--	-----

Budgeted Expenditures in SFY 2023	\$23,000
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Budgeted Expenditures in SFY 2024	\$23,000
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Total Expenditures	<u>\$46,000</u>
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Status

Task Force Review

Line Item ID: 505-3-0042

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

ESSER 3 summer school bus driver

Account Number

92-4003-120

Function Code

2720 - Monitoring Services

Object Code

120 - Regular Non-Certified Salaries

Allowable Use

11A - Planning and implementing summer learning or enrichment programs.

Please describe the expenditures within the account and how they will address a COVID-19 need

This item includes the cost of the bus drivers that were hired to transport the students to summer school and the included activities from May 23-June 16.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$2,600
Budgeted Expenditures in SFY 2024	\$2,600
Total Expenditures	<u>\$5,200</u>

Status

Task Force Review

Line Item ID: 505-3-0043

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

ESSER 3 summer school cook

Account Number

92-4003-130

Function Code

3100 - Food Service Operations

Object Code

120 - Regular Non-Certified Salaries

Allowable Use

11A - Planning and implementing summer learning or enrichment programs.

Please describe the expenditures within the account and how they will address a COVID-19 need

Meals were served to the students for breakfast and lunch during the summer school program. Our cooks and additional staff made sure all meals were prepared and everything was sanitized before and after meals to reduce the spread of covid and other illnesses.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$3,000
Budgeted Expenditures in SFY 2024	\$3,000
Total Expenditures	<u>\$6,000</u>

Status

Task Force Review

Line Item ID: 505-3-0044

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

ESSER 3 social security

Account Number

92-4003-220

Function Code

1000 - Instruction

Object Code

220 - Social Security Contributions

Allowable Use

11A - Planning and implementing summer learning or enrichment programs.

Please describe the expenditures within the account and how they will address a COVID-19 need

This is social security on all salaries paid related to summer school.

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$1,850**Budgeted Expenditures in SFY 2024** \$1,850**Total Expenditures** \$3,700**Status**

Task Force Review

Line Item ID: 505-3-0045

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

ESSER 3 social security

Account Number

92-4003-220

Function Code

2720 - Monitoring Services

Object Code

220 - Social Security Contributions

Allowable Use

11A - Planning and implementing summer learning or enrichment programs.

Please describe the expenditures within the account and how they will address a COVID-19 need

This is social security on all salaries paid related to summer school.

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$200**Budgeted Expenditures in SFY 2024** \$200**Total Expenditures** \$400**Status**

Task Force Review

Line Item ID: 505-3-0046

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

ESSER 3 social security

Account Number

92-4003-220

Function Code

3100 - Food Service Operations

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

This is social security on all salaries paid related to summer school.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$150
Budgeted Expenditures in SFY 2024	\$150
Total Expenditures	\$300

Status

Task Force Review

Line Item ID: 505-3-0047

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

ESSER 3 bus use

Account Number

92-2720-800

Function Code

2720 - Monitoring Services

Object Code

800 - DEBT SERVICE AND MISCELLANEOUS

Allowable Use

11A - Planning and implementing summer learning or enrichment programs.

Please describe the expenditures within the account and how they will address a COVID-19 need

2023 and 2024 This is the bus use fee for the summer school program. The buses were used to transport approximately 100 kids to and from school and on field trips.

This fee is not paid to another company. It will reimburse the general fund for the fuel and supplies to transport the students home from the summer school program.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$4,240
Budgeted Expenditures in SFY 2024	\$4,240
Total Expenditures	\$8,480

Status

Task Force Review

Line Item ID: 505-3-0048

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

ESSER 3 summer activities

Account Number

92-4003-500

Function Code

1000 - Instruction

Object Code

500 - OTHER PURCHASED SERVICES

Allowable Use

11A - Planning and implementing summer learning or enrichment programs.

Please describe the expenditures within the account and how they will address a COVID-19 need

2023 & 2024 Field trip entry fees and other expenses and educational camp at Greenbush. These trips/camps will help to provide student enrichment during our summer school session and promote attendance.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$5,000
Budgeted Expenditures in SFY 2024	\$5,000
Total Expenditures	<u>\$10,000</u>

Status

Task Force Review

Line Item ID: 505-3-0049

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

ESSER 3 summer school supplies

Account Number

92-4003-610

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

2023 and 2024 Supplies and staff meals to supervise lunches in our summer school program that was half a day for 4 weeks.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$1,000
Budgeted Expenditures in SFY 2024	\$1,000
Total Expenditures	<u>\$2,000</u>

Status

Task Force Review

Line Item ID: 505-3-0052

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 premium pay

Account Number

92-1014-115

Function Code

1000 - Instruction

Object Code

100 - Personal Services - 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

22-23 Retention incentive pay-all staff will receive retention incentive pay. They will receive a total of \$1500 to be in two payments paid in November and in March. Due to the stress of COVID and the fear of exposure, we have had several employees quit or retire. We are having trouble filling those positions due to lack of qualified applicants.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$79,500
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$79,500</u>

Status

Task Force Review

Line Item ID: 505-3-0053

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 3 social security

Account Number

92-1014-220

Function Code

1000 - Instruction

Object Code

220 - Social Security Contributions

Allowable Use

15 - Developing strategies and implementing public health protocols for the reopening and operation of school facilities.

Please describe the expenditures within the account and how they will address a COVID-19 need

social security and unemployment taxes on the retention incentive pay

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$6,065
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$6,065</u>

Status

Task Force Review

Line Item ID: 505-3-0054

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 3 premium pay

Account Number

92-2600-115

Function Code

2600 - Operation and Maintenance of Plant Services (All except Transportation)

Object Code

120 - Regular Non-Certified Salaries

Allowable Use

15 - Developing strategies and implementing public health protocols for the reopening and operation of school facilities.

Please describe the expenditures within the account and how they will address a COVID-19 need

22-23 Retention incentive pay-all staff will receive retention incentive pay. They will receive a total of \$1500 to be in two payments paid in November and in March. Due to the stress of COVID and the fear of exposure, we have had several employees quit or retire. We are having trouble filling those positions due to lack of qualified applicants.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$10,500
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$10,500</u>

Status

Task Force Review

Line Item ID: 505-3-0055

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 social security

Account Number

92-2600-220

Function Code

2600 - Operation and Maintenance of Plant Services (All except Transportation)

Object Code

220 - Social Security Contributions

Allowable Use

15 - Developing strategies and implementing public health protocols for the reopening and operation of school facilities.

Please describe the expenditures within the account and how they will address a COVID-19 need

social security and unemployment taxes on the retention incentive pay

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$810
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$810</u>

Status

Task Force Review

Line Item ID: 505-3-0056

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 cook premium pay

Account Number

92-3100-115

Function Code

3100 - Food Service Operations

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

22-23 Retention incentive pay-all staff will receive retention incentive pay. They will receive a total of \$1500 to be in two payments paid in November and in March. Due to the stress of COVID and the fear of exposure, we have had several employees quit or retire. We are having trouble filling those positions due to lack of qualified applicants.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$7,500
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$7,500</u>

Status

Task Force Review

Line Item ID: 505-3-0057

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 social security

Account Number

92-3100-220

Function Code

3100 - Food Service Operations

Object Code

220 - Social Security Contributions

Allowable Use

15 - Developing strategies and implementing public health protocols for the reopening and operation of school facilities.

Please describe the expenditures within the account and how they will address a COVID-19 need

social security and unemployment taxes on the retention incentive pay

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$575
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$575</u>

Status

Task Force Review

Line Item ID: 505-3-0058

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 bus premium pay

Account Number

92-2723-115

Function Code

2710 - Vehicle Operation

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

22-23 Retention incentive pay-all staff will receive retention incentive pay. They will receive a total of \$1500 to be in two payments paid in December and in June. Due to the stress of COVID and the fear of exposure, we have had several employees quit or retire. We are having trouble filling those positions due to lack of qualified applicants. ESSER II will cover \$700 per employee and the other \$800 will be funded through ESSER III funds.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$15,000
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	\$15,000

Status

Task Force Review

Line Item ID: 505-3-0059

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 3 social security

Account Number

92-2723-220

Function Code

2710 - Vehicle Operation

Object Code

220 - Social Security Contributions

Allowable Use

15 - Developing strategies and implementing public health protocols for the reopening and operation of school facilities.

Please describe the expenditures within the account and how they will address a COVID-19 need

social security and unemployment taxes on the retention incentive pay

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$1,150
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	\$1,150

Status

Task Force Review

Line Item ID: 505-3-0060

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 premium pay

Account Number

92-2400-115

Function Code

2400 - Support Services (School Administration)

Object Code

110 - Regular Certified Salaries

Allowable Use

15 - Developing strategies and implementing public health protocols for the reopening and operation of school facilities.

Please describe the expenditures within the account and how they will address a COVID-19 need

22-23 Retention incentive pay-all staff will receive retention incentive pay. They will receive a total of \$1500 to be in two payments paid in November and in March. Due to the stress of COVID and the fear of exposure, we have had several employees quit or retire. We are having trouble filling those positions due to lack of qualified applicants.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$6,000
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$6,000</u>

Status

Task Force Review

Line Item ID: 505-3-0061

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 social security

Account Number

92-2400-220

Function Code

2400 - Support Services (School Administration)

Object Code

220 - Social Security Contributions

Allowable Use

15 - Developing strategies and implementing public health protocols for the reopening and operation of school facilities.

Please describe the expenditures within the account and how they will address a COVID-19 need

social security and unemployment taxes on the retention incentive pay

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$460
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$460</u>

Status

Task Force Review

Line Item ID: 505-3-0062

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 3 premium pay

Account Number

92-2300-115

Function Code

2300 - Support Services (General Administration)

Object Code

110 - Regular Certified Salaries

Allowable Use

15 - Developing strategies and implementing public health protocols for the reopening and operation of school facilities.

Please describe the expenditures within the account and how they will address a COVID-19 need

22-23 Retention incentive pay-all staff will receive retention incentive pay. They will receive a total of \$1500 to be in two payments paid in November and in March. Due to the stress of COVID and the fear of exposure, we have had several employees quit or retire. We are having trouble filling those positions due to lack of qualified applicants.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$3,000
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$3,000</u>

Status

Task Force Review

Line Item ID: 505-3-0063

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 social security

Account Number

92-2300-220

Function Code

2300 - Support Services (General Administration)

Object Code

220 - Social Security Contributions

Allowable Use

15 - Developing strategies and implementing public health protocols for the reopening and operation of school facilities.

Please describe the expenditures within the account and how they will address a COVID-19 need

social security and unemployment taxes on the retention incentive pay

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$230
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$230</u>

Status

Task Force Review

Line Item ID: 505-3-0064

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 3 premium pay

Account Number

92-1014-115

Function Code

1000 - Instruction

Object Code

100 - Personal Services - 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

23-24 Retention incentive pay-all staff will receive retention incentive pay. The amount is dependent on available funds and is to be in two payments paid in November and in March. Due to the stress of COVID and the fear of exposure, we have had several employees quit or retire. We are having trouble filling those positions due to lack of qualified applicants.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$0
Budgeted Expenditures in SFY 2024	\$66,250
Total Expenditures	\$66,250

Status

Task Force Review

Line Item ID: 505-3-0065

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 3 social security

Account Number

92-1014-220

Function Code

1000 - Instruction

Object Code

220 - Social Security Contributions

Allowable Use

15 - Developing strategies and implementing public health protocols for the reopening and operation of school facilities.

Please describe the expenditures within the account and how they will address a COVID-19 need

social security and unemployment taxes on the retention incentive pay

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$0
Budgeted Expenditures in SFY 2024	\$5,043
Total Expenditures	\$5,043

Status

Task Force Review

Line Item ID: 505-3-0066

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 3 premium pay

Account Number

92-2600-115

Function Code

2600 - Operation and Maintenance of Plant Services (All except Transportation)

Object Code

120 - Regular Non-Certified Salaries

Allowable Use

15 - Developing strategies and implementing public health protocols for the reopening and operation of school facilities.

Please describe the expenditures within the account and how they will address a COVID-19 need

23-24 Retention incentive pay-all staff will receive retention incentive pay. The amount is dependent on available funds and is to be in two payments paid in November and in March. Due to the stress of COVID and the fear of exposure, we have had several employees quit or retire. We are having trouble filling those positions due to lack of qualified applicants.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$0
Budgeted Expenditures in SFY 2024	\$8,750
Total Expenditures	<u>\$8,750</u>

Status

Task Force Review

Line Item ID: 505-3-0067

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 social security

Account Number

92-2600-220

Function Code

2600 - Operation and Maintenance of Plant Services (All except Transportation)

Object Code

220 - Social Security Contributions

Allowable Use

15 - Developing strategies and implementing public health protocols for the reopening and operation of school facilities.

Please describe the expenditures within the account and how they will address a COVID-19 need

social security and unemployment taxes on the retention incentive pay

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$0
Budgeted Expenditures in SFY 2024	\$675
Total Expenditures	<u>\$675</u>

Status

Task Force Review

Line Item ID: 505-3-0068

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 3 cook premium pay

Account Number

92-3100-115

Function Code

3100 - Food Service Operations

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

23-24 Retention incentive pay-all staff will receive retention incentive pay. The amount is dependent on available funds and is to be in two payments paid in November and in March. Due to the stress of COVID and the fear of exposure, we have had several employees quit or retire. We are having trouble filling those positions due to lack of qualified applicants.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$0
Budgeted Expenditures in SFY 2024	\$6,250
Total Expenditures	\$6,250

Status

Task Force Review

Line Item ID: 505-3-0069

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 social security

Account Number

92-3100-220

Function Code

3100 - Food Service Operations

Object Code

220 - Social Security Contributions

Allowable Use

15 - Developing strategies and implementing public health protocols for the reopening and operation of school facilities.

Please describe the expenditures within the account and how they will address a COVID-19 need

social security and unemployment taxes on the retention incentive pay

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$0
Budgeted Expenditures in SFY 2024	\$475
Total Expenditures	\$475

Status

Task Force Review

Line Item ID: 505-3-0070

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

ESSER 3 bus premium pay

Account Number

92-2723-115

Function Code

2710 - Vehicle Operation

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

23-24 Retention incentive pay-all staff will receive retention incentive pay. The amount is dependent on available funds and is to be in two payments paid in November and in March. Due to the stress of COVID and the fear of exposure, we have had several employees quit or retire. We are having trouble filling those positions due to lack of qualified applicants.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$0
Budgeted Expenditures in SFY 2024	\$12,500
Total Expenditures	\$12,500

Status

Task Force Review

Line Item ID: 505-3-0071

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

ESSER 3 social security

Account Number

92-2723-220

Function Code

2710 - Vehicle Operation

Object Code

220 - Social Security Contributions

Allowable Use

15 - Developing strategies and implementing public health protocols for the reopening and operation of school facilities.

Please describe the expenditures within the account and how they will address a COVID-19 need

social security and unemployment taxes on the retention incentive pay

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$0
Budgeted Expenditures in SFY 2024	\$975
Total Expenditures	\$975

Status

Task Force Review

Line Item ID: 505-3-0072

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

ESSER 3 premium pay

Account Number

92-2400-115

Function Code

2400 - Support Services (School Administration)

Object Code

110 - Regular Certified Salaries

Allowable Use

15 - Developing strategies and implementing public health protocols for the reopening and operation of school facilities.

Please describe the expenditures within the account and how they will address a COVID-19 need

23-24 Retention incentive pay-all staff will receive retention incentive pay. The amount is dependent on available funds and is to be in two payments paid in November and in March. Due to the stress of COVID and the fear of exposure, we have had several employees quit or retire. We are having trouble filling those positions due to lack of qualified applicants.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$0
Budgeted Expenditures in SFY 2024	\$5,000
Total Expenditures	\$5,000

Status

Task Force Review

Line Item ID: 505-3-0073

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

ESSER social security

Account Number

92-2400-220

Function Code

2400 - Support Services (School Administration)

Object Code

220 - Social Security Contributions

Allowable Use

15 - Developing strategies and implementing public health protocols for the reopening and operation of school facilities.

Please describe the expenditures within the account and how they will address a COVID-19 need

social security and unemployment taxes on the retention incentive pay

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$0
Budgeted Expenditures in SFY 2024	\$385
Total Expenditures	\$385

Status

Task Force Review

Line Item ID: 505-3-0074

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

ESSER 3 premium pay

Account Number

92-2300-115

Function Code

2300 - Support Services (General Administration)

Object Code

110 - Regular Certified Salaries

Allowable Use

15 - Developing strategies and implementing public health protocols for the reopening and operation of school facilities.

Please describe the expenditures within the account and how they will address a COVID-19 need

23-24 Retention incentive pay-all staff will receive retention incentive pay. The amount is dependent on available funds and is to be in two payments paid in November and in March. Due to the stress of COVID and the fear of exposure, we have had several employees quit or retire. We are having trouble filling those positions due to lack of qualified applicants.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$0
Budgeted Expenditures in SFY 2024	\$2,500
Total Expenditures	<u>\$2,500</u>

Status

Task Force Review

Line Item ID: 505-3-0075

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

ESSER social security

Account Number

92-2300-220

Function Code

2300 - Support Services (General Administration)

Object Code

220 - Social Security Contributions

Allowable Use

15 - Developing strategies and implementing public health protocols for the reopening and operation of school facilities.

Please describe the expenditures within the account and how they will address a COVID-19 need

social security and unemployment taxes on the retention incentive pay

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$0
Budgeted Expenditures in SFY 2024	\$195
Total Expenditures	<u>\$195</u>

Status

Task Force Review

ESSER III Change Overview and Table of Contents

Plan	DISTRICT PROFILES				KSDE RECOMMENDATIONS							
	District Number	District Name	Total Public School Students (FTE) ¹	% Students Approved for Free- or Reduced-Price Lunch ²	Total Direct and True Up Allocation	Previously Eligible	% Requested of Total Allocation Previously	Requested Change	Total Change Request Approved	Eligible net change for Task Force Review	% Eligible of Total Requested	Eligible Value Per Student (FTE) ¹
1	204	Bonner Springs	2,528	45%	\$ 3,882,112	\$ 3,406,854	88%	\$ 3,450,558	\$ 3,450,558	\$ 43,704	100%	\$ 1,365
2	245	LeRoy-Gridley	170	63%	\$ 268,998	\$ 194,538	72%	\$ 268,998	\$ 268,998	\$ 74,460	100%	\$ 1,582
3	248	Girard	976	42%	\$ 1,552,876	\$ 1,121,830	72%	\$ 1,225,330	\$ 1,225,330	\$ 103,500	100%	\$ 1,256
4	275	Triplains	66	40%	\$ 116,698	\$ 76,104	65%	\$ 101,529	\$ 101,529	\$ 25,425	100%	\$ 1,538
5	308	Hutchinson Public	4,071	67%	\$ 8,492,960	\$ 8,361,560	98%	\$ 8,492,960	\$ 8,492,960	\$ 131,400	100%	\$ 2,086
6	361	Chaparral	736	63%	\$ 1,575,625	\$ 1,565,625	99%	\$ 1,411,625	\$ 1,411,625	\$ (154,000)	100%	\$ 1,917
7	404	Riverton	659	51%	\$ 1,082,253	\$ 569,404	53%	\$ 1,019,404	\$ 1,019,404	\$ 450,000	100%	\$ 1,547
8	419	Canton-Galva	295	39%	\$ 320,917	\$ 290,917	91%	\$ 320,917	\$ 320,917	\$ 30,000	100%	\$ 1,087
9	420	Osage City	674	46%	\$ 1,116,436	\$ 1,084,682	97%	\$ 909,963	\$ 885,632	\$ (199,050)	97%	\$ 1,314
10	434	Santa Fe Trail	968	45%	\$ 1,367,970	\$ 1,130,983	83%	\$ 1,131,970	\$ 1,131,970	\$ 987	100%	\$ 1,169
11	443	Dodge City	6,772	80%	\$ 10,263,570	\$ 9,021,407	88%	\$ 9,247,871	\$ 9,247,871	\$ 226,464	100%	\$ 1,366
12	467	Leoti	395	49%	\$ 586,184	\$ 117,237	20%	\$ 586,184	\$ 586,184	\$ 468,947	100%	\$ 1,483
13	475	Geary County Scho	7,206	50%	\$ 13,748,921	\$ 12,471,198	91%	\$ 13,206,198	\$ 13,206,198	\$ 735,000	100%	\$ 1,833
14	493	Columbus	874	57%	\$ 1,682,088	\$ 1,682,088	100%	\$ 1,681,188	\$ 1,681,188	\$ (900)	100%	\$ 1,925
15	512	Shawnee Mission F	25,701	33%	\$ 23,743,005	\$ 11,075,500	47%	\$ 23,743,005	\$ 23,743,005	\$ 12,667,505	100%	\$ 924
Total			52,091	46%	\$ 69,800,613	\$ 52,169,927	75%	\$ 66,797,700	\$ 66,773,369	\$ 14,603,442	96%	\$ 1,282

1. Includes the number of non-weighted, non-virtual full-time equivalent (FTE) students in the 2020-2021 school year (part-time students are accounted for to the nearest tenth). Students who transitioned to remote learning due to COVID-19 (remote learners) are included in the FTE totals.

2. Reflects the percent of student headcount approved for free or reduced-price lunch in the 2020-2021 school year.

ESSER III APPLICATION FOR D0204

Status
Approved

KSDE Application Comments

Current Directory Information

<u>District</u>	<u>Address</u>	<u>Mail Address</u>
Bonner Springs	2200 S 138th Street, Bonner Springs, KS 660120435	P O Box 435, Bonner Springs, KS 660120435
<u>Superintendent Name</u>	<u>Superintendent E-mail Address</u>	<u>Superintendent Phone Number</u>
Daniel Brungardt	brungardtd@usd204.net	(913) 422-5600

Authorized Representative of the District Information

<u>Name</u>	<u>Position of Title</u>	<u>E-mail Address</u>	<u>Phone Number</u>
Rick Moulin	Assistant Superintendent	moulinr@usd204.net	(913) 961-2554
<u>Other District Representative 1 - Name</u>		<u>Other District Representative 1 - E-mail Address</u>	
brungardtd@usd204.net		brungardtd@usd204.net	
<u>Other District Representative 2 - Name</u>		<u>Other District Representative 2 - E-mail Address</u>	
bargerr@usd204.net		bargerr@usd204.net	

Plan for Safe Return

Please paste a direct link of your school district's safe return plan that is posted on your website.

Use of Funds for CDC Guidance

How will the funds be used to implement prevention and mitigation strategies that are, to the greatest extent practicable, consistent with the most recent CDC guidance on reopening schools, in order to continuously and safely open and operate schools for in-person learning?

USD 204 is in a unique situation regarding the COVID pandemic. During the 2020-2021 school year, the Wyandotte County Health Department was given local control by the Unified Government to make decisions regarding in-person learning. As a result, our students in elementary school were only allowed to attend school every other day, with the opposite day being remote learning. Middle and High School students were not allowed to switch classes, and with the social distancing mandate, also only attended every other day. Essentially, our middle school students sat in the same room and their individual teachers zoomed in at specific times to deliver instruction. For our high school students, this was not an option because of the different levels of classes. High school students were on site for general support, but all classes were taught through zoom. USD 204 did not get back to the "normal" routine of school until the fourth quarter. As we elicited feedback from our different groups, the overlying theme was that students needed to be in school, full-time, and in-person.

The District will continue to work with our local health department to ensure we are safely operating our schools for in-person learning.

- Masks will continue to be distributed and provided throughout the year to all district staff and students.
- Everyone should continue to socially distance, utilize good hand hygiene, and stay home if you are ill.
- Our staff and custodial staff regularly disinfect surfaces within the building.
- USD 204 through a state KHDE grant are testing students and staff on site with the goal identifying individuals with COVID and testing to keep students in school.

Stakeholder Engagement

Engaging in Meaningful Consultation with Stakeholders (Please describe the ways you meaningfully consulted with each group listed below as part of the development of the district ESSER III Plan)

Students

USD 204 engaged students to develop the ESSER plan. USD 204 has engaged in meaningful consultation with students through meetings with student leadership organizations, individual students meetings, and students surveys. District administration created a survey for students to gather input on the ramifications of COVID and ways the school district could support students. Out of these meetings and surveys, the district learned that the number one need of our students was being face to face with their teacher. We also learned that many of our students did not have adequate internet access at home for remote learning. The students also emphasized the importance of social interaction at school and being away made many feel isolated and alone. Other areas that students indicated as areas of need were structure, time management, and mental health and anxiety support. The district also utilized data to help make decisions. USD 204 had more students fail classes than ever before and attendance was at an all-time low. In addition, the district worked closely with the local health department to ensure safety protocols were in place. Throughout the 2020-2021 school year, staff modified curriculum based on student performance to fill in learning loss gaps. Staff and administration also worked with students with the goal of making learning both engaging and motivating. Based on survey results, a great deal of time was also spent on social and emotional learning. This school year, the effort continues with adding integrative curriculum projects.

Families

USD 204 has engaged in meaningful consultation with parents, We have met with and surveyed parents (including parents of students with an Individual Evaluation Plan & students that are English Language Learners). The biggest concern amongst all families was keeping school open and not remote. Parents also expressed concern about remote learning and children falling behind academically. In addition, motivation was a factor for many students and parents were looking for resources and ideas to keep kids engaged. USD 204 also engaged parents with home visits, through zoom, and other electronic communication. During the 2020-21 school year, due to restrictions put on from the local health department, parents were very vocal about the importance of a strong summer school program. Based on feedback from parents, transportation was provided for students, which had never occurred prior to the pandemic. Each school building in the district hosted their own summer school program, tailored to their student needs. Summer school included both core activities along with electives/specials. Parent feedback indicated that children in the district were struggling academically, but also needed incentives/connections outside of the core areas.

This communication continues with parent on site communication events, surveys, and individual parent meetings. Each building principal is renewing a site council, with the goal of gathering input on COVID related issues and ways to best meet the needs of students in the district. Finally, the district worked with the local health department to provide a vaccination fair for families and students and will continue this effort as long as parent interest occurs.

School and District Administrators including Special Education Administration

School district administration meets with building principals and sped directors weekly with the goal of ensuring safety and the appropriate resources needed to teach in a hybrid model. This format continues as district administration is visiting schools on a consistent basis, meeting with building administrators, sped directors, and sped teachers to gauge needs and concerns. The district adopted a new IEP software program with the goal of creating a better understanding of students needs and appropriate accommodations. The new program allows parents and teachers more access to the IEP on a regular basis and serves as a communication and progress monitoring tool. Through meetings and surveys with our special education administration and teachers, the district learned that students on IEP's struggled with online learning, and in many cases gave up. Principals, along with the SPED Director and SPED Teachers, created goals for engaging kids in school and revisited IEP goals. Training was provided for all sped teachers and paraprofessionals in the district on engagement strategies. The district purchased AIMS Pathway, a resource to help with struggling readers.

Teachers, Principals, School leaders, other Educators, School Staff and their Unions

USD 204 has engaged in meaningful consultation with staff members through building leadership team meetings, district leadership team meetings and surveys specific to learning loss and ways the district could best serve our students. The overlying theme from staff was the concern for safety in regards to the pandemic. Other concerns were lack of substitute teachers and ways to cover classes when substitute teachers were unavailable. Teachers were also concerned about the curriculum and pacing guides and the learning gap that occurred from being remote from a majority of the 2020-2021 school year. Staff also emphasized the importance of building relationships with students, and concerns for the social and emotional needs of our students and staff. Finally, teachers and support staff reported an uptick in student discipline issues as a result of students not being engaged in in-person learning for a majority of the 2020-2021 school year. USD 204 district administration also met with the BSKNEA on multiple occasions to gather feedback about the challenges of the pandemic and ways to address learning loss and improve staff morale.

School district administration meets with building principals weekly with the goal of ensuring safety and the appropriate resources needed to teach in a hybrid model. This format continues as district administration is visiting schools on a consistent basis, meeting with building administrators, school nurses, and teachers to gauge needs and concerns. Each building also surveys staff on specific items, including environmental, instructional, safety, and social and emotional needs. Through working with teachers, USD offers an EAP (Employee Assistance Program), provides professional development specific to social and emotional growth, and positive mental health strategies. Based on feedback from teachers, USD 204 provided a motivational speaker to kick off the 2021 school year. USD 204 meets with the teacher's union and all staff on a regular basis. Last year, and continuing this year, USD 204 has a staff shortage. With this in mind, district administration met with the teachers union and other staff groups. Many of the conversations indicated exhausted employees and low morale. Through this process, it was determined that a way to keep employees was to offer a retention stipend. The goal of the stipend is to entice employees to continue working for the district. Also through this process, it was also determined that the substitute teacher pay needed to be increased. There is a substitute teacher shortage and many of USD 204 vacancies were not being filled on a consistent basis, causing additional stress on staff who were substituting during planning periods.

Tribes

USD 204 does not have an active native American organization within our boundaries. There are 14 students who identify as Native American. USD 204 staff has reached out to a representation of these parents to elicit feedback on challenges associated with pandemic. The parent groups main concern was that school stayed open and in-person. According to the parent group, remote learning was ineffective and posed many challenges in regard to motivation and structure. Finally, there was a financial concern as parents indicated losing and/or changing jobs.

Civil Rights Organization including Disability Rights Organizations

USD 204 has a long history of working with the local NAACP, which includes student programs, the use of school facilities, and a partnership on community celebrations. While it was difficult to work with community organizations due to the local health restrictions during the 2020-2021 school year, USD 204 is making a concerted effort to strengthen connections during the 2021-2022 school year. USD 204 staff attended a local NAACP meeting and provided information on strategies being implemented to address student learning loss and emotional distress as a result of the pandemic. Members of the group emphasized the importance of keeping school open full time. In addition, the group suggested we look at opportunities for students to get more engaged with school through tutoring and/or summer school programs. The group also discussed the importance of promoting the opportunities all students have in the district through the CTE and dual enrollment programs. USD has a strong partnership with Special Olympics and provides facilities, coaches, and peer models for Unified Sports. Prior to COVID, Bonner Springs High School and Robert E. Clark Middle School was recognized as an ESPN Special Olympics Unified Champions School. During the 2021-22 school year, USD 204 is offering Unified Bowling for the first time.

Stakeholders representing the interests of children with disabilities, English Learners, children experiencing homelessness, children in foster care, migratory students, children who are incarcerated, and other underserved students

USD 204 met with elected officials and other community groups about the challenges of the pandemic and gave them the opportunity to provide feedback on ways to help students become more successful. USD 204 also advocated for in-person learning to all stakeholders throughout the community. This has occurred through community meetings, presentations at the Chamber of Commerce, Rotary, individual conversations with the mayors of Bonner Springs and Edwardsville, Unified Government, and the Health Department. USD 204 also expanded on our relationship with PACES (Mental Health Resources for families in Wyandotte County). We have conferred with PACES on strategies to re-engage students in school, address learning loss, and meet the social and emotional needs of students. We've worked with PACES on resources for homeless families, children in foster care, and general support for all students suffering trauma. As a result, much of our professional development for teachers revolves around much of what we've learned through this partnership. USD 204, as part of the ESSER II grant, hired three social workers in partnering with PACES, our local mental health organization. These social workers are tasked with home visits for students who are struggling and facilitating families to connect with outside agencies for support and services. Additionally, USD 204 has a strong working partnership with Vaughn-Trent, a local social organization that is only set-up to work within the boundaries of the school district. This organization helps the district identify homeless students and underserved students. The USD 204 team has attended Vaughn Trent meetings and functions and has elicited feedback on the impact of learning loss due to COVID.

Each building in the district has a SIT team, which works to identify students and families who are struggling to engage in school. In addition, students in each of the districts buildings participate in a community service project to serve underserved families in the Bonner Springs/Edwardsville communities. The district partners with a local organization, Feed His Lambs, to provide weekly meals for families in need.

During the 2020-2021 school year, the Wyandotte County District Attorney notified the school district that they would not monitor attendance due to restrictions put upon schools by the county health department (Remote). This year, USD 204 has worked with the Wyandotte County District Attorney's office on ways to address truancy, strategies and steps for school administrators to take to encourage attendance, and steps to follow when those strategies don't work.

USD has a strong partnership with Special Olympics and provides facilities, coaches, and peer models for Unified Sports. Prior to COVID, Bonner Springs High School and Robert E. Clark Middle School was recognized as an ESPN Special Olympics Unified Champions School. During the 2021-22 school year, USD 204 is offering Unified Bowling for the first time.

Provide the public the opportunity to provide input and take such input into account

USD 204 met with elected officials and other community groups about the challenges of the pandemic and gave them the opportunity to provide feedback on ways to help students become more successful. USD 204 also advocated for in-person learning to all stakeholders throughout the community. District administration meets with community organizations, providing information about the current status of schools and seeking input on ways to positively engage the community with the district. This has occurred through community meetings, presentations at the Chamber of Commerce, Rotary, individual conversations with the mayors of Bonner Springs and Edwardsville, Unified Government, and the Health Department. USD 204 also expanded on our relationship with PACES (Mental Health Resources for families in Wyandotte County). USD 204 also sends a community newsletter. The newsletter provides information about the district, events going on with the community, and opportunities for community input for school engagement.

USD 204 school board provides an open forum at the beginning of each BOE meeting to allow the public to address any school related issues. The district put together a COVID task force to address specific concerns regarding education and student/staff safety. This committee provides the BOE with recommendations for school protocol as the district navigates through the pandemic.

District administration meets bi-weekly with 46 other agencies within the county, which include public, health, and non-profit groups to assess and make recommendations on community needs. Through these meetings, the school district receives the most up-to-date information on health concerns, rental vacancies, homeless rates, and challenges within the community.

Use of Funds for Learning Loss Set Aside and The Rest of The Allocation

Please briefly describe the impacts of COVID-19 on the district and its Pre-K through 12 students, including any relevant data where possible (e.g., cost impact, learning loss, emotional impact on students). If there has been a disproportionate impact on a special population in the district (e.g., students with disabilities, English Learners, students in foster care, students in poverty, etc.), please describe the impact and provide the number of Pre-K through 12 students in that population.

During the past year, Wyandotte County schools have been placed in a unique and more restrictive situation than other schools in the state. While other school districts chose to bring students back to the classroom in person at the beginning of the school year, Wyandotte County Mandatory Health officers dictated every aspect of daily school functions. While 70% of the district's students were attending in person 2 days per week, the majority of their learning time was spent remotely from home. As parents struggled with supervision of their children and assuming the role of teacher's assistant, many parents did not have the ability to provide any supervision or assistance for their children. Some students were disengaged from the learning process and have been for a year, others students attempted to engage, but without the support of a teacher in a classroom, were not successful. A recent analysis of students failing in our high school showed an increase of 6 times more students than last school year at this time. These are students who will soon be in the workplace or attending post-secondary education and we are faced with having a very short amount of time to intervene and help these students attain the skills they need to be successful. Providing individualized instruction becomes essential especially for our special education students, who have a wide range of challenges to overcome, have not experienced success due to their need for in person assistance to complete tasks.

How the LEA will use the funds it reserves under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year? (Provide specific references to evidence-based interventions that meet one of the four tiers of evidence, as defined in Sec. 8101(21) of ESEA)

The District will offer an expanded summer learning program in the Summer of 2022. The District will also continue to expand the classroom support with intervention teachers as needed. This intervention model was implemented with ESSER II funds. The District will also hire additional staff at the K-12 level as needed to support smaller class sizes. These staff members will work with students using small group intensive instruction and monitor student progress often, adjusting as needed to ensure that appropriate learning growth occurs.

How the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act?

Funds not used specifically for learning loss and safety will be used to:

- coordinate preparedness and response efforts with State, and local public health departments to prevent, prepare for, and respond to COVID-19;
 - purchasing supplies to sanitize and clean the LEA's facilities;
 - employ additional custodians to clean and sanitize our buildings
 - repair and improving school facilities to reduce risk of virus transmission and exposure to environmental health hazards;
 - purchase educational technology (including hardware, software, connectivity, assistive technology, and adaptive equipment) for students that aids in regular and substantive educational interaction between students and their classroom instructors, including students from low-income families and children with disabilities;
 - conduct other activities that are necessary to maintain operation of and continuity of and services, including continuing to employ existing or hiring new LEA and school staff
- USD 204 meets with the teacher's union and all staff on a regular basis. Last year, and continuing this year, USD 204 has a staff shortage. With this in mind, district administration met with the teachers union and other staff groups. Many of the conversations indicated exhausted employees and low morale. Through this process, it was determined that a way to keep employees was to offer a retention stipend. The goal of the stipend is to entice employees to continue working for the district.
- Through meeting with focus groups, it was determined that the substitute teacher pay needed to be increased. There is a substitute teacher shortage and many of USD 204 vacancies were not being filled on a consistent basis, causing additional stress on staff who were substituting during planning periods.
- Add additional nursing staff to assist with keeping students and staff safe. The additional nurse will assist with testing, which will improve opportunities for students to not be quarantined during close contact situations.

How the LEA will ensure that the interventions it implements, including but not limited to the interventions under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time, will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students disproportionately impacted by the COVID–19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students.

USD 204 will add a School Improvement (Learning Loss) specialist and instructional coaches at each of the five buildings in the district for the 2022-2023 school year. This position will allow for focused emphasis on student achievement, learning loss, and assist with the alignment and analysis of the school improvement process in regards to building and district achievement/performance. In addition, these individuals will work together to ensure all sub groups, including low income families, students of color, English learners, students with disabilities, and all other at-risk students are achieving at the highest level. This will be accomplished by analyzing assessment data and working closely with principals and classroom teachers to help model and implement effective strategies. Here are the goals of these positions:

- Work closely with building principals to support teachers in curriculum and instruction to enhance student achievement and learning loss.
- Plan and coordinate school intervention, remediation, and tutorial programs/classes.
- Review and track attendance and academic progress of students being served in remediation, intervention and tutorial programs to determine progress and the need for adjustments.
- Assist with data collection and data record keeping associated with the Plan for Continuous Improvement (as appropriate).
- Analyze assessment data as it relates to the school, to individual student achievement, and to the improvement of instruction;
- Serve as a member of the school's Plan for Continuous Improvement Leadership Team;
- Serve as a liaison between the school administration and central office administration and the school administration and teachers, students and parents for areas identified as assigned responsibilities and essential functions.
- Coordinate alignment of K-12 Math and STEM Curriculum

In addition, USD 204 will purchase a curriculum management system to align and track KSDE standards and performance data. Finally, the Curriculum leaders in the district will:

- Continue to work with principals and teachers to identify gaps in the content standards.
- Identified standards will be incorporated into the grade level or course curriculum standards that most closely match those that were not taught previously
- Tutors will be used for Reading and Math support in each elementary school
- Continue to utilize district and state level assessment data to identify and address student learning gaps.
- Surveys regarding the learning environment needs in our district have been utilized to gather information and facilitate decision making.
- District will continue to use Google Classroom as it's online learning platform for classroom instruction.
- Funds will be used to ensure device availability and connectivity for all students
- Funds will be used for chromebook repairs and replacements
- Partnership with PACES for additional services mental services for families and students will remain intact.
- USD 204 will provide funding for students taking concurrent college classes with the goal of building an academic foundation for post-secondary success.
- College and Career advocates will be utilized to support students in high school to help them determine essential skills and classes needed for post- secondary success
- The district will continue to employ social workers K-12 to help students and families connect with school and find avenues for student success
- Academic Focus Classes will be used to support students in our middle school and high school.

Allocations

	Direct Allocation	True Up Allocation	Total Allocation		20% Minimum
ESSER III Allocations	\$3,882,112	\$0	\$3,882,112	ESSER III Allocations	\$776,423
Approved Total	\$3,406,854	\$0	\$3,406,854	Approved Total	\$1,677,045
Amount Left	\$475,258	\$0	\$475,258	Amount Still Needed	\$0
In Review Total	\$43,704	\$0	\$43,704	In Review Total	\$0
Amount Left	\$431,554	\$0	\$431,554	Amount Still Needed	\$0

Line Items

ID	Allocation Type	Learning Loss	Function Code	Object Code	Allowable Use	Total Expenditures	Status
204-3-0019	Direct	False	1000	150	12	\$31,104	Task Force Review
204-3-0020	Direct	False	1000	151	12	\$12,600	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

Line Item Details

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.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$0
Budgeted Expenditures in SFY 2024	\$31,104
Total Expenditures	\$31,104

Status

Task Force Review

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.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$12,600
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	\$12,600

Status

Task Force Review

Line Item ID: 204-3-0001

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

Instructional Salary

Account Number

46-1000-11

Function Code

1000 - Instruction

Object Code

111 - Full-Time Certified Salaries

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Please describe the expenditures within the account and how they will address a COVID-19 need

USD 204 meets with the teacher's union and all staff on a regular basis. Last year, and continuing this year, USD 204 has a staff shortage. With this in mind, district administration met with the teachers union and other staff groups. Many of the conversations indicated exhausted employees and low morale. Through this process, it was determined that a way to keep employees was to offer a retention stipend. The goal of the stipend is to entice employees to continue working for the district.

Budgeted Expenditures in SFY 2021	\$400,000
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$0
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	\$400,000

Status

Approved

Line Item ID: 204-3-0002

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

Instructional Salary

Account Number

46-1000-11

Function Code

1000 - Instruction

Object Code

111 - Full-Time Certified Salaries

Allowable Use

5 - Procedures and systems to improve LEA preparedness and response efforts.

Please describe the expenditures within the account and how they will address a COVID-19 need

-Through meeting with focus groups, it was determined that the substitute teacher pay needed to be increased. There is a substitute teacher shortage and many of USD 204 vacancies were not being filled on a consistent basis, causing additional stress on staff who were substituting during planning periods.

Budgeted Expenditures in SFY 2021	\$35,780
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$0
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	\$35,780

Status

Approved

Line Item ID: 204-3-0003

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

Nurse Salary

Account Number

46-2134-121

Function Code

2134 - Nursing Services

Object Code

121 - Full-Time Non-Certified Salaries

Allowable Use

2 - Coordination of COVID-19 preparedness and response efforts.

Please describe the expenditures within the account and how they will address a COVID-19 need

Add additional nursing staff to assist with keeping students and staff safe. The additional nurse will assist with testing, which will improve opportunities for students to not be quarantined during close contact situations.

Budgeted Expenditures in SFY 2021 \$65,000**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 Code2212 - Instruction and Curriculum
Development Services**Object Code**

653 - Software

Allowable Use12 - Addressing learning loss among
students, including vulnerable
populations.**Please describe the expenditures within the account and how they will address a COVID-19 need**

Curriculum management system to align and track KSDE standards and performance data. During the pandemic, the Unified Government did not allow students to return to full, in person learning until the fourth quarter of the 2020-2021 school year. This disruption in the learning process created an immediate need to address curriculum, pacing guides and data analysis to determine deficiencies. This software program will afford us the opportunity to address these areas, ensuring we are meeting the needs of all students and providing a guaranteed and viable curriculum.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$62,678
Budgeted Expenditures in SFY 2023	\$0
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$62,678</u>

Status

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 Code2212 - Instruction and Curriculum
Development Services**Object Code**

110 - Regular Certified Salaries

Allowable Use12 - Addressing learning loss among
students, including vulnerable
populations.**Please describe the expenditures within the account and how they will address a COVID-19 need**

For the 2022-2023 school year, USD 204 will hire a School Improvement Specialist with the goal of addressing learning loss, achievement gaps, providing support for principals and teachers in the area of curriculum and instruction, and tiered support. This team will analyze student performance data, resources, and best practice instructional strategies throughout the district. This will ensure vertical curriculum alignment throughout the district. In addition, our School Improvement Specialist will provide professional development for teachers, model effective instructional strategies, and provide support on effective use of resources to meet the needs of all students. This position will allow for focused emphasis on student achievement, learning loss in relation to the pandemic, and assist with the alignment and analysis of the school improvement process in regards to building and district achievement/performance. In addition, this individual will work to ensure all sub groups, including low income families, students of color, English learners, students with disabilities, and all other at-risk students are achieving at the highest level.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$96,865
Budgeted Expenditures in SFY 2024	\$98,000
Total Expenditures	<u>\$194,865</u>

Status

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.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$91,000
Budgeted Expenditures in SFY 2023	\$91,000
Budgeted Expenditures in SFY 2024	\$91,000
Total Expenditures	\$273,000

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.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$46,128
Budgeted Expenditures in SFY 2023	\$48,000
Budgeted Expenditures in SFY 2024	\$48,000
Total Expenditures	<u>\$142,128</u>

Status

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.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$275,000
Budgeted Expenditures in SFY 2024	\$275,000
Total Expenditures	\$550,000

Status

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
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Budgeted Expenditures in SFY 2022	\$0
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Budgeted Expenditures in SFY 2023	\$101,000
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Budgeted Expenditures in SFY 2024	\$101,000
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Total Expenditures	<u>\$202,000</u>
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Status

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.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$25,000
Budgeted Expenditures in SFY 2024	\$25,000
Total Expenditures	\$50,000

Status

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.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$1,502
Budgeted Expenditures in SFY 2023	\$5,000
Budgeted Expenditures in SFY 2024	\$5,000
Total Expenditures	<u>\$11,502</u>

Status

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.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$45,000
Budgeted Expenditures in SFY 2024	\$48,000
Total Expenditures	\$93,000

Status

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.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$6,253
Budgeted Expenditures in SFY 2023	\$78,000
Budgeted Expenditures in SFY 2024	\$80,000
Total Expenditures	\$164,253

Status

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.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$60,000
Budgeted Expenditures in SFY 2024	\$60,000
Total Expenditures	<u>\$120,000</u>

Status

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.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$100,000
Budgeted Expenditures in SFY 2024	\$100,000
Total Expenditures	\$200,000

Status

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.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$375,000
Budgeted Expenditures in SFY 2024	\$385,000
Total Expenditures	<u>\$760,000</u>

Status

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.

Budgeted Expenditures in SFY 2021	\$0
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Budgeted Expenditures in SFY 2022	\$0
--	-----

Budgeted Expenditures in SFY 2023	\$27,648
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Budgeted Expenditures in SFY 2024	\$0
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Total Expenditures	<u>\$27,648</u>
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Status

Approved

Line Item Comment from KSDE

New Line Item

ESSER III APPLICATION FOR D0245

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>
LeRoy-Gridley	1013 N. Main Street, LeRoy, KS 66857	Box 278, LeRoy, KS 66857
<u>Superintendent Name</u>	<u>Superintendent E-mail Address</u>	<u>Superintendent Phone Number</u>
Matt Thomsen	mthomsen@usd245ks.org	(620) 964-2212

Authorized Representative of the District Information

<u>Name</u>	<u>Position of Title</u>	<u>E-mail Address</u>	<u>Phone Number</u>
Matt Thomsen	Superintendent	mthomsen@usd245ks.org	(620) 964-2212
<u>Other District Representative 1 - Name</u>	<u>Other District Representative 1 - E-mail Address</u>		
Nikole Houston	nhouston@usd245ks.org		
<u>Other District Representative 2 - Name</u>	<u>Other District Representative 2 - E-mail Address</u>		

Plan for Safe Return

Please paste a direct link of your school district's safe return plan that is posted on your website.

https://acrobat.adobe.com/link/track?uri=urn%3Aaaid%3Aascds%3AUS%3A9af3f743-fb22-4016-8148-04686563f194&viewer%21megaVerb=group-discover#access_token=eyJhbGciOiJSUzI1NiIsIng1dSI6Imltc19uYTEta2V5LWF0LFEuY2Vyliwia2lkjoiaW1zX25hMS1rZXktYXQtMSlml0dCI6ImF0In0.eyJpZCI6IjE2NzAyNTg4OTA1MTNfYzA2MzVkMDctN2UxNC00NzgzLWJkZDMtYWUyMTQ5NDNFkOTNhX3VMSlslInR5cGUiOiJhY2Nlc3NfdG9rZW4iLCJjbGllbnRfaWQiOiJkYy1wcm9kLXZpcmdvd2VlLXlvaG8iLCJ1c2VyX2lkjoimzY4NzE1Nzg1REU1ODI3QjBBNDk1RTY4QEFkb2JlSUQiLCJzdGF0ZSI6ImF0In0

Use of Funds for CDC Guidance

How will the funds be used to implement prevention and mitigation strategies that are, to the greatest extent practicable, consistent with the most recent CDC guidance on reopening schools, in order to continuously and safely open and operate schools for in-person learning?

USD 245 will use the ESSER III funds for purchasing Synexis systems for all classrooms and most of the areas in the district where people gather. The Synexis system creates dry hydrogen peroxide in the air which cleans the air and surfaces throughout the room. Along with the everyday cleaning by our custodians, the Synexis system will help mitigate the spread of all viruses, including COVID-19, in an effort to minimize absenteeism due to illness. Minimizing absenteeism due to illness, will help USD 245 safely operate, provide in-person learning and to close the learning gap caused by the COVID-19 shutdown.

Stakeholder Engagement

Engaging in Meaningful Consultation with Stakeholders (Please describe the ways you meaningfully consulted with each group listed below as part of the development of the district ESSER III Plan)

Students

In developing our ESSER III plan, we conducted a survey which had 4 student participants and hosted focus groups with student leadership groups to determine their highest levels of need for pandemic related instruction and support. The student leadership groups hold 14 students. The following supports received the most interest from our students:

- *Additional instructional materials and resources
- *Air purification
- *Expanded outside social & emotional/mental health services

Our ESSER III plan takes these recommendations into consideration and their needs are ideas in the plan.

Families

We have worked closely with our families in developing our ESSER III support plan. We have conducted parent/community surveys which resulted in 33 households participating and have also engaged our building and district leadership team. Through those surveys and conversations, it was clear that parents are most interested in the seeing the following items show up in our ESSER III plan:

- *Additional instructional materials and resources
- *Additional personnel for academic intervention
- *Summer learning programs

You will see that these suggestions from parents are reflective in the plan we developed.

School and District Administrators including Special Education Administration

Our administrative team has met regularly to review the needs of our student and staff populations both at the building and district level. These meetings have included a review of survey and focus group data from our various special population groups. The superintendent had a phone conference with the Special Education Director. She was in support of the same ideas other stakeholders supported. We are a small district and she supports what others have identified as needs for USD 245. As a result of these meetings, the following have been determined as most important to address in our district.

- *Air purification
- *Additional instructional materials and resources
- *After school tutoring programs

You will see that this information plays a prominent role in our ESSER III plan.

Teachers, Principals, School leaders, other Educators, School Staff and their Unions

Our administrative team has met regularly to review the needs of our student and staff populations both at the building and district level. These meetings have included a review of survey and focus group data from our various special population groups. We had 26 staff members participate in the survey. Due to our local teachers union consisting of only two staff members, they had the opportunity to reply to our survey the same as the other staff. The administration made it very clear to all that they (administration) was available to discuss ESSER funding at their convenience. As a result of these meetings, the following have been determined as most important to address in our district.

- *Air purification
- *Additional instructional materials and resources
- *After school tutoring programs

You will see that this information plays a prominent role in our ESSER III plan.

Tribes

After an extensive review of local resources, there are no tribes located within our school district boundaries. However, one family in the district identified as Native American as their second race. The family of these students have been contacted directly and consulted. The opinion of these parents in our conversation is for the school to pursue the acquisition of additional staff to address learning loss and the academic needs of all children. They specifically expressed support for air purification systems and they show support for addressing math and reading skill deficiencies caused by learning loss due to the COVID-19 pandemic.

Civil Rights Organization including Disability Rights Organizations

We reached out to the following civil rights organizations in our state/region with a survey to seek feedback regarding suggestions to best meet the needs of students as it relates to their civil rights:

- *Disability Rights Center of Kansas
- *Kansas Actions for Children
- *ACLU

While we did not hear back from anyone, we have still implemented the following supports which we believe will benefit all populations of our students:

- *Air purification
- *Additional instructional staff to close the learning loss gap of our students
- *Additional instructional materials and resources

Stakeholders representing the interests of children with disabilities, English Learners, children experiencing homelessness, children in foster care, migratory students, children who are incarcerated, and other underserved students

We have worked closely with our students and representatives of the subgroup populations in our school district in developing our ESSER III support plan. We have conducted surveys and have also engaged in focus group conversations. Through those surveys and conversations, it was clear that the following supports were most needed.

- *After school tutoring programs
- *Summer learning programs
- *Additional instructional materials and resources

You will see that these suggestions are reflective in the plan we developed.

In reviewing our student information system, we confirmed that we serve 22 children with disabilities, 0 English learners, 0 children experiencing homelessness, 5 children in foster care, 0 migratory students, 0 children who are incarcerated, 0 children who we consider otherwise underserved. Where representation in each group occurs, we have contacted families directly and asked for their feedback and we have worked closely.

Families who have students with disabilities expressed their support of the district implementing after school tutoring and summer learning programs. Households who foster students expressed their support of the district implementing an after school tutoring program and the purchase of additional instructional materials and resources.

Provide the public the opportunity to provide input and take such input into account

We posted a survey on our social media page and district website. Community patrons were encouraged to participate in our survey. We had 7 people identify as community patrons. We are a small rural district, so our school parents, staff and students are also what we consider community patrons and appreciate any feedback we receive. The link to the survey is: <https://s.surveypal.com/x9tbodim>

The following are the top three answers we received from our survey.

- *After school tutoring programs
- *Summer learning programs
- *Additional instructional materials and resources

You will see that these suggestions are reflective in the plan we developed.

Use of Funds for Learning Loss Set Aside and The Rest of The Allocation

Please briefly describe the impacts of COVID-19 on the district and its Pre-K through 12 students, including any relevant data where possible (e.g., cost impact, learning loss, emotional impact on students). If there has been a disproportionate impact on a special population in the district (e.g., students with disabilities, English Learners, students in foster care, students in poverty, etc.), please describe the impact and provide the number of Pre-K through 12 students in that population.

The USD 245 leadership team has looked through our current student testing data and determined there was not a specific group of students affected by the COVID-19 shutdown. However, our overall test scores and academic skills have declined over the past two years. Literacy and math seem to be the most effected. Our district enrollment is 164 students for the 2022-2023 school year. 60 of our K-8 students have tested below benchmark in literacy and math. USD 245 has implemented a K-8 multi tiered system of supports for these students struggling with literacy and math.

How the LEA will use the funds it reserves under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year? (Provide specific references to evidence-based interventions that meet one of the four tiers of evidence, as defined in Sec. 8101(21) of ESEA)

Using the both the data we collected from our stakeholder engagement process and a review of our student performance data, we have identified the following evidence based practices to implement that utilize a minimum of 20% of our ESSER III funds:

*Implementation of MTSS (Multi Tiered System of Supports) for literacy and math for students K-8

*Additional interventionist hired for USD 245

Evidence:

Tier 1:

<https://www.evidenceforessa.org/programs/math/fraction-face>

<https://www.evidenceforessa.org/programs/reading/success-all-whole-class>

Tier 2:

<https://www.evidenceforessa.org/programs/math/math-recoveryr-intervention>

<https://www.evidenceforessa.org/programs/reading/cooperative-integrated-reading-and-composition-circ-struggling-readers>

Tier 3:

<https://www.evidenceforessa.org/programs/math/early-learning-mathematics>

<https://www.evidenceforessa.org/programs/reading/student-success-skills-reading-elementary>

Tier 4:

<https://oese.ed.gov/resources/oese-technical-assistance-centers/state-support-network/resources/selecting-evidence-based-practices-tier-4-gathering-evidence-time/>

How the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act?

USD 245 will continue to use ESSER III funds to provide professional development opportunities for staff to address the social & emotional challenges caused by the COVID-19 pandemic. USD 245 board of education and administration will also continue to provide the necessary tools for our staff to address the learning loss we have experienced due to the COVID-19 pandemic.

How the LEA will ensure that the interventions it implements, including but not limited to the interventions under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time, will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students disproportionately impacted by the COVID-19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students.

We will use the ESSER III funds in several different evidence-based interventions to address learning loss. First, our students are struggling with literacy. Our younger students have gaps in phonemic awareness and the data shows all of our students are struggling with comprehension. Evidence suggests that the use of an Interventionist will help our district address these issues for the benefit of student learning and achievement. Secondly, students across several grade levels are struggling with math skills. Further evidence suggests that the addition of an interventionist to provide remediation for these students would provide benefits. Students and teachers would receive support from this interventionist using data driven identification and remediation to mitigate the impact of learning loss caused by the COVID-19 pandemic. Additionally, some students may work with this teacher in a small group setting for Tier II or Tier III intervention.

Evidence:

<https://files.eric.ed.gov/fulltext/ED530356.pdf>

<https://eric.ed.gov/?id=ED560695>

Allocations

	Direct Allocation	True Up Allocation	Total Allocation		20% Minimum
ESSER III Allocations	\$268,998	\$0	\$268,998	ESSER III Allocations	\$53,800
Approved Total	\$194,538	\$0	\$194,538	Approved Total	\$53,800
Amount Left	\$74,460	\$0	\$74,460	Amount Still Needed	\$0
In Review Total	\$74,460	\$0	\$74,460	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
245-3-0003	Direct	False	2600	700	14	\$74,460	Task Force Review
245-3-0004	Direct	False	1000	111	16	\$31,500	Approved
245-3-0005	Direct	False	1000	113	16	\$450	Approved
245-3-0006	Direct	False	1000	111	16	\$1,600	Approved
245-3-0007	Direct	False	2000	121	16	\$24,000	Approved
245-3-0008	Direct	False	2000	122	16	\$2,250	Approved
245-3-0009	Direct	False	2000	121	16	\$6,000	Approved
245-3-0010	Direct	False	1000	111	16	\$33,000	Approved
245-3-0011	Direct	False	1000	113	16	\$750	Approved
245-3-0012	Direct	False	1000	111	16	\$1,800	Approved
245-3-0013	Direct	False	2000	121	16	\$21,000	Approved
245-3-0014	Direct	False	2000	122	16	\$1,500	Approved
245-3-0015	Direct	False	2000	121	16	\$6,300	Approved
245-3-0016	Direct	False	1000	734	9	\$2,396	Approved
245-3-0017	Direct	False	2000	113	16	\$450	Approved
245-3-0018	Direct	False	2000	122	16	\$450	Approved
245-3-0001	Direct	True	1000	111	12	\$53,800	Approved
245-3-0002	Direct	False	1000	734	9	\$7,292	Approved

Line Item Details

Line Item ID: 245-3-0003

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 Funds

Account Number

42

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

USD 245 will use the ESSER III funds for purchasing Synexis systems which will clean all surfaces and air during and after school hours. Along with cleaning done by our custodians, the Synexis system, using dry hydrogen peroxide, will help mitigate the spread all viruses, including COVID-19, throughout all buildings and spaces where people may gather. USD 245 is confident this will help assure in-person learning opportunities are available to all of our students.

The Synexis system is a stand alone unit that is placed in the classrooms, hallways, offices and cafeterias. This is not tied to our HVAC system. Our current HVAC system was upgraded prior to COVID. The Synexis filters are changed quarterly by the districts maintenance director. The USD 245 Board of Education is currently going through a bond issue process, therefore purchasing the Synexis system allows the mobility of moving the systems to new classrooms and/or buildings in the future. More information regarding the Synexis Air Purification system can be found: <https://synexis.com/>

Form attached here:

<https://acrobat.adobe.com/link/track?uri=urn:aaid:scds:US:1bdc7197-b10b-4d67-a89e-efd2f95303f7>

***I emailed a copy of the form to the requested email address on February 7th and received this reply "Thank you for sending this to us. After reviewing your form, it appears that an equipment form is not needed. The equipment form is needed if an individual item costs more than \$5,000. If you have any questions, please let me know." Please let me know if you need any additional information from us.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$74,460
Budgeted Expenditures in SFY 2023	\$0
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$74,460</u>

Status

Task Force Review

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III Funds

Account Number

42

Function Code

1000 - Instruction

Object Code

111 - Full-Time Certified Salaries

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Please describe the expenditures within the account and how they will address a COVID-19 need

USD 245 will provide premium pay for all district personnel. The total amount will be paid in the following manner:

- Certified Staff: 21 employees received \$1500 in December 2021

This additional pay is reasonable and necessary given the following anticipated and increased job-related duties that will need to take place during 2021-2022 school year in response to academic and social-emotional learning loss due to the COVID-19 pandemic.

- Increased development of resources, supports, and interventions for students and families by individual teachers to support learning and mitigate learning loss
- Increased collaboration time provided for teachers, specialists, paraeducators, and other support personnel to:
 - o Analyze achievement and growth data
 - o Develop and provide targeted interventions
 - o Develop evaluation strategies to determine the effectiveness of targeted interventions
- Increased written and verbal communication with families to discuss and collaborate frequently regarding continued achievement and growth strategies, supports, and results.
- Increased time and effort to provide academic support, social and emotional support, whole child health and wellness support, safe transportation, and additional unexpected or unanticipated supports to meet the needs of students and families impacted in various ways by the COVID-19 pandemic.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$31,500
Budgeted Expenditures in SFY 2023	\$0
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$31,500</u>

Status

Approved

Line Item ID: 245-3-0005

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III Funds

Account Number

42

Function Code

1000 - Instruction

Object Code

113 - Part-Time Certified Salaries

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Please describe the expenditures within the account and how they will address a COVID-19 need

USD 245 will provide premium pay for all district personnel. The total amount will be paid in the following manner:

- Certified Part-Time Staff: 1 employee received \$450 in December 2021

This additional pay is reasonable and necessary given the following anticipated and increased job-related duties that will need to take place during 2021-2022 school year in response to academic and social-emotional learning loss due to the COVID-19 pandemic.

- Increased development of resources, supports, and interventions for students and families by individual teachers to support learning and mitigate learning loss
- Increased collaboration time provided for teachers, specialists, paraeducators, and other support personnel to:
 - o Analyze achievement and growth data
 - o Develop and provide targeted interventions
 - o Develop evaluation strategies to determine the effectiveness of targeted interventions
- Increased written and verbal communication with families to discuss and collaborate frequently regarding continued achievement and growth strategies, supports, and results.
- Increased time and effort to provide academic support, social and emotional support, whole child health and wellness support, safe transportation, and additional unexpected or unanticipated supports to meet the needs of students and families impacted in various ways by the COVID-19 pandemic.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$450
Budgeted Expenditures in SFY 2023	\$0
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$450</u>

Status

Approved

Line Item ID: 245-3-0006

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III Funds

Account Number

42

Function Code

1000 - Instruction

Object Code

111 - Full-Time Certified Salaries

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Please describe the expenditures within the account and how they will address a COVID-19 need

USD 245 will provide premium pay for all district personnel. The total amount will be paid in the following manner:

- Certified Staff: 2 employees received \$800 in December 2021

This additional pay is reasonable and necessary given the following anticipated and increased job-related duties that will need to take place during 2021-2022 school year in response to academic and social-emotional learning loss due to the COVID-19 pandemic.

- Increased development of resources, supports, and interventions for students and families by individual teachers to support learning and mitigate learning loss
- Increased collaboration time provided for teachers, specialists, paraeducators, and other support personnel to:
 - o Analyze achievement and growth data
 - o Develop and provide targeted interventions
 - o Develop evaluation strategies to determine the effectiveness of targeted interventions
- Increased written and verbal communication with families to discuss and collaborate frequently regarding continued achievement and growth strategies, supports, and results.
- Increased time and effort to provide academic support, social and emotional support, whole child health and wellness support, safe transportation, and additional unexpected or unanticipated supports to meet the needs of students and families impacted in various ways by the COVID-19 pandemic.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$1,600
Budgeted Expenditures in SFY 2023	\$0
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$1,600</u>

Status

Approved

Line Item ID: 245-3-0007

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III Funds

Account Number

42

Function Code

2000 - Support Services

Object Code

121 - Full-Time Non-Certified Salaries

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Please describe the expenditures within the account and how they will address a COVID-19 need

USD 245 will provide premium pay for all district personnel. The total amount will be paid in the following manner:

- Classified Staff: 16 employees received \$1500 in December 2021

This additional pay is reasonable and necessary given the following anticipated and increased job-related duties that will need to take place during 2021-2022 school year in response to academic and social-emotional learning loss due to the COVID-19 pandemic.

- Increased development of resources, supports, and interventions for students and families by individual teachers to support learning and mitigate learning loss
- Increased collaboration time provided for teachers, specialists, paraeducators, and other support personnel to:
 - o Analyze achievement and growth data
 - o Develop and provide targeted interventions
 - o Develop evaluation strategies to determine the effectiveness of targeted interventions
- Increased written and verbal communication with families to discuss and collaborate frequently regarding continued achievement and growth strategies, supports, and results.
- Increased time and effort to provide academic support, social and emotional support, whole child health and wellness support, safe transportation, and additional unexpected or unanticipated supports to meet the needs of students and families impacted in various ways by the COVID-19 pandemic.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$24,000
Budgeted Expenditures in SFY 2023	\$0
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$24,000</u>

Status

Approved

Line Item ID: 245-3-0008

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III Funds

Account Number

42

Function Code

2000 - Support Services

Object Code

122 - Part-Time Non-Certified Salaries

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Please describe the expenditures within the account and how they will address a COVID-19 need

USD 245 will provide premium pay for all district personnel. The total amount will be paid in the following manner:

- Classified Part-Time Staff: 3 employees received \$750 in December 2021

This additional pay is reasonable and necessary given the following anticipated and increased job-related duties that will need to take place during 2021-2022 school year in response to academic and social-emotional learning loss due to the COVID-19 pandemic.

- Increased development of resources, supports, and interventions for students and families by individual teachers to support learning and mitigate learning loss
- Increased collaboration time provided for teachers, specialists, paraeducators, and other support personnel to:
 - o Analyze achievement and growth data
 - o Develop and provide targeted interventions
 - o Develop evaluation strategies to determine the effectiveness of targeted interventions
- Increased written and verbal communication with families to discuss and collaborate frequently regarding continued achievement and growth strategies, supports, and results.
- Increased time and effort to provide academic support, social and emotional support, whole child health and wellness support, safe transportation, and additional unexpected or unanticipated supports to meet the needs of students and families impacted in various ways by the COVID-19 pandemic.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$2,250
Budgeted Expenditures in SFY 2023	\$0
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$2,250</u>

Status

Approved

Line Item ID: 245-3-0009

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III Funds

Account Number

42

Function Code

2000 - Support Services

Object Code

121 - Full-Time Non-Certified Salaries

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Please describe the expenditures within the account and how they will address a COVID-19 need

USD 245 will provide premium pay for all district personnel. The total amount will be paid in the following manner:

- Classified Staff: 6 employees received \$1000 in December 2021

This additional pay is reasonable and necessary given the following anticipated and increased job-related duties that will need to take place during 2021-2022 school year in response to academic and social-emotional learning loss due to the COVID-19 pandemic.

- Increased development of resources, supports, and interventions for students and families by individual teachers to support learning and mitigate learning loss
- Increased collaboration time provided for teachers, specialists, paraeducators, and other support personnel to:
 - o Analyze achievement and growth data
 - o Develop and provide targeted interventions
 - o Develop evaluation strategies to determine the effectiveness of targeted interventions
- Increased written and verbal communication with families to discuss and collaborate frequently regarding continued achievement and growth strategies, supports, and results.
- Increased time and effort to provide academic support, social and emotional support, whole child health and wellness support, safe transportation, and additional unexpected or unanticipated supports to meet the needs of students and families impacted in various ways by the COVID-19 pandemic.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$6,000
Budgeted Expenditures in SFY 2023	\$0
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$6,000</u>

Status

Approved

Line Item ID: 245-3-0010

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III Funds

Account Number

42

Function Code

1000 - Instruction

Object Code

111 - Full-Time Certified Salaries

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Please describe the expenditures within the account and how they will address a COVID-19 need

USD 245 will provide premium pay for all district personnel. The total amount will be paid in the following manner:

- Certified FT Staff: 22 employees will receive \$1500 in December 2022

This additional pay is reasonable and necessary given the following anticipated and increased job-related duties that will need to take place during 2022-2023 school year in response to academic and social-emotional learning loss due to the COVID-19 pandemic.

- Increased development of resources, supports, and interventions for students and families by individual teachers to support learning and mitigate learning loss
- Increased collaboration time provided for teachers, specialists, paraeducators, and other support personnel to:
 - o Analyze achievement and growth data
 - o Develop and provide targeted interventions
 - o Develop evaluation strategies to determine the effectiveness of targeted interventions
- Increased written and verbal communication with families to discuss and collaborate frequently regarding continued achievement and growth strategies, supports, and results.
- Increased time and effort to provide academic support, social and emotional support, whole child health and wellness support, safe transportation, and additional unexpected or unanticipated supports to meet the needs of students and families impacted in various ways by the COVID-19 pandemic.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$33,000
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$33,000</u>

Status

Approved

Line Item ID: 245-3-0011

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III Funds

Account Number

42

Function Code

1000 - Instruction

Object Code

113 - Part-Time Certified Salaries

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Please describe the expenditures within the account and how they will address a COVID-19 need

USD 245 will provide premium pay for all district personnel. The total amount will be paid in the following manner:

- Certified Part-Time Staff: 1 employee will receive \$750 in December 2022

This additional pay is reasonable and necessary given the following anticipated and increased job-related duties that will need to take place during 2022-2023 school year in response to academic and social-emotional learning loss due to the COVID-19 pandemic.

- Increased development of resources, supports, and interventions for students and families by individual teachers to support learning and mitigate learning loss
- Increased collaboration time provided for teachers, specialists, paraeducators, and other support personnel to:
 - o Analyze achievement and growth data
 - o Develop and provide targeted interventions
 - o Develop evaluation strategies to determine the effectiveness of targeted interventions
- Increased written and verbal communication with families to discuss and collaborate frequently regarding continued achievement and growth strategies, supports, and results.
- Increased time and effort to provide academic support, social and emotional support, whole child health and wellness support, safe transportation, and additional unexpected or unanticipated supports to meet the needs of students and families impacted in various ways by the COVID-19 pandemic.

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	<u>\$750</u>

Status

Approved

Line Item ID: 245-3-0012

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III Funds

Account Number

42

Function Code

1000 - Instruction

Object Code

111 - Full-Time Certified Salaries

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Please describe the expenditures within the account and how they will address a COVID-19 need

USD 245 will provide premium pay for all district personnel. The total amount will be paid in the following manner:

- Certified Staff: 2 employees will receive \$900 in December 2022

This additional pay is reasonable and necessary given the following anticipated and increased job-related duties that will need to take place during 2022-2023 school year in response to academic and social-emotional learning loss due to the COVID-19 pandemic.

- Increased development of resources, supports, and interventions for students and families by individual teachers to support learning and mitigate learning loss
- Increased collaboration time provided for teachers, specialists, paraeducators, and other support personnel to:
 - o Analyze achievement and growth data
 - o Develop and provide targeted interventions
 - o Develop evaluation strategies to determine the effectiveness of targeted interventions
- Increased written and verbal communication with families to discuss and collaborate frequently regarding continued achievement and growth strategies, supports, and results.
- Increased time and effort to provide academic support, social and emotional support, whole child health and wellness support, safe transportation, and additional unexpected or unanticipated supports to meet the needs of students and families impacted in various ways by the COVID-19 pandemic.

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	<u>\$1,800</u>

Status

Approved

Line Item ID: 245-3-0013

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III Funds

Account Number

42

Function Code

2000 - Support Services

Object Code

121 - Full-Time Non-Certified Salaries

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Please describe the expenditures within the account and how they will address a COVID-19 need

USD 245 will provide premium pay for all district personnel. The total amount will be paid in the following manner:

- Classified Staff: 14 employees will receive \$1500 in December 2022

This additional pay is reasonable and necessary given the following anticipated and increased job-related duties that will need to take place during 2022-2023 school year in response to academic and social-emotional learning loss due to the COVID-19 pandemic.

- Increased development of resources, supports, and interventions for students and families by individual teachers to support learning and mitigate learning loss
- Increased collaboration time provided for teachers, specialists, paraeducators, and other support personnel to:
 - o Analyze achievement and growth data
 - o Develop and provide targeted interventions
 - o Develop evaluation strategies to determine the effectiveness of targeted interventions
- Increased written and verbal communication with families to discuss and collaborate frequently regarding continued achievement and growth strategies, supports, and results.
- Increased time and effort to provide academic support, social and emotional support, whole child health and wellness support, safe transportation, and additional unexpected or unanticipated supports to meet the needs of students and families impacted in various ways by the COVID-19 pandemic.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$21,000
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$21,000</u>

Status

Approved

Line Item ID: 245-3-0014

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III Funds

Account Number

42

Function Code

2000 - Support Services

Object Code

122 - Part-Time Non-Certified Salaries

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Please describe the expenditures within the account and how they will address a COVID-19 need

USD 245 will provide premium pay for all district personnel. The total amount will be paid in the following manner:

- Classified Part-Time Staff: 2 employees will receive \$750 in December 2022

This additional pay is reasonable and necessary given the following anticipated and increased job-related duties that will need to take place during 2022-2023 school year in response to academic and social-emotional learning loss due to the COVID-19 pandemic.

- Increased development of resources, supports, and interventions for students and families by individual teachers to support learning and mitigate learning loss
- Increased collaboration time provided for teachers, specialists, paraeducators, and other support personnel to:
 - o Analyze achievement and growth data
 - o Develop and provide targeted interventions
 - o Develop evaluation strategies to determine the effectiveness of targeted interventions
- Increased written and verbal communication with families to discuss and collaborate frequently regarding continued achievement and growth strategies, supports, and results.
- Increased time and effort to provide academic support, social and emotional support, whole child health and wellness support, safe transportation, and additional unexpected or unanticipated supports to meet the needs of students and families impacted in various ways by the COVID-19 pandemic.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$1,500
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$1,500</u>

Status

Approved

Line Item ID: 245-3-0015

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III Funds

Account Number

42

Function Code

2000 - Support Services

Object Code

121 - Full-Time Non-Certified Salaries

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Please describe the expenditures within the account and how they will address a COVID-19 need

USD 245 will provide premium pay for all district personnel. The total amount will be paid in the following manner:

- Classified Staff: 7 employees will receive \$900 in December 2022

This additional pay is reasonable and necessary given the following anticipated and increased job-related duties that will need to take place during 2022-2023 school year in response to academic and social-emotional learning loss due to the COVID-19 pandemic.

- Increased development of resources, supports, and interventions for students and families by individual teachers to support learning and mitigate learning loss
- Increased collaboration time provided for teachers, specialists, paraeducators, and other support personnel to:
 - o Analyze achievement and growth data
 - o Develop and provide targeted interventions
 - o Develop evaluation strategies to determine the effectiveness of targeted interventions
- Increased written and verbal communication with families to discuss and collaborate frequently regarding continued achievement and growth strategies, supports, and results.
- Increased time and effort to provide academic support, social and emotional support, whole child health and wellness support, safe transportation, and additional unexpected or unanticipated supports to meet the needs of students and families impacted in various ways by the COVID-19 pandemic.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$6,300
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$6,300</u>

Status

Approved

Line Item ID: 245-3-0016

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III Funds

Account Number

42

Function Code

1000 - Instruction

Object Code

734 - Technology -Related Hardware

Allowable Use

9 - Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students.

Please describe the expenditures within the account and how they will address a COVID-19 need

USD 245 will use the ESSER III funds to provide all staff with educational technology for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment. In addition, the school will purchase technology to assist in remote or hybrid teaching and learning during a pandemic. The district plans to purchase additional iPads, chromebooks, access points or various other technology accessories as needed for students and staff depending on the needs as they arise.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$2,396
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$2,396</u>

Status

Approved

Line Item ID: 245-3-0017

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III Funds

Account Number

42

Function Code

2000 - Support Services

Object Code

113 - Part-Time Certified Salaries

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Please describe the expenditures within the account and how they will address a COVID-19 need

USD 245 will provide premium pay for all district personnel. The total amount will be paid in the following manner:

- Certified Part-Time Staff: 1 employee will receive \$450 in January 2023

This additional pay is reasonable and necessary given the following anticipated and increased job-related duties that will need to take place during 2022-2023 school year in response to academic and social-emotional learning loss due to the COVID-19 pandemic.

- Increased development of resources, supports, and interventions for students and families by individual teachers to support learning and mitigate learning loss
- Increased collaboration time provided for teachers, specialists, paraeducators, and other support personnel to:
 - o Analyze achievement and growth data
 - o Develop and provide targeted interventions
 - o Develop evaluation strategies to determine the effectiveness of targeted interventions
- Increased written and verbal communication with families to discuss and collaborate frequently regarding continued achievement and growth strategies, supports, and results.
- Increased time and effort to provide academic support, social and emotional support, whole child health and wellness support, safe transportation, and additional unexpected or unanticipated supports to meet the needs of students and families impacted in various ways by the COVID-19 pandemic.

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	<u>\$450</u>

Status

Approved

Line Item ID: 245-3-0018

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III Funds

Account Number

42

Function Code

2000 - Support Services

Object Code

122 - Part-Time Non-Certified Salaries

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Please describe the expenditures within the account and how they will address a COVID-19 need

USD 245 will provide premium pay for all district personnel. The total amount will be paid in the following manner:

- Classified Part-Time Staff: 1 employee will receive \$450 in January 2023

This additional pay is reasonable and necessary given the following anticipated and increased job-related duties that will need to take place during 2022-2023 school year in response to academic and social-emotional learning loss due to the COVID-19 pandemic.

- Increased development of resources, supports, and interventions for students and families by individual teachers to support learning and mitigate learning loss
- Increased collaboration time provided for teachers, specialists, paraeducators, and other support personnel to:
 - o Analyze achievement and growth data
 - o Develop and provide targeted interventions
 - o Develop evaluation strategies to determine the effectiveness of targeted interventions
- Increased written and verbal communication with families to discuss and collaborate frequently regarding continued achievement and growth strategies, supports, and results.
- Increased time and effort to provide academic support, social and emotional support, whole child health and wellness support, safe transportation, and additional unexpected or unanticipated supports to meet the needs of students and families impacted in various ways by the COVID-19 pandemic.

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	<u>\$450</u>

Status

Approved

Line Item ID: 245-3-0001

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III Funds

Account Number

42

Function Code

1000 - Instruction

Object Code

111 - Full-Time Certified Salaries

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Please describe the expenditures within the account and how they will address a COVID-19 need

USD 245 will use the ESSER III funds to provide principal and other school staff with the necessary resources to address individual students' needs. USD 245 will hire a person to implement, plan and provide tiered services for students K-8. The person hired will be a leader within USD 245 in our efforts to address the learning loss caused by the COVID-19 pandemic.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$53,800
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$53,800</u>

Status

Approved

Line Item ID: 245-3-0002

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III Funds

Account Number

42

Function Code

1000 - Instruction

Object Code

734 - Technology -Related Hardware

Allowable Use

9 - Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students.

Please describe the expenditures within the account and how they will address a COVID-19 need

USD 245 will use the ESSER III funds to provide all staff with educational technology for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment. In addition, the school will purchase technology to assist in remote or hybrid teaching and learning during a pandemic.

The interactive displays that were purchased are a large help when remote learning , if necessary. It allows the teachers to easily share their screen and actively interact with the students to make remote learning/teaching a better experience for all. The interactive boards allow teachers to connect worldwide to other career opportunities that may be presented to them in the future that we do not have in our small rural community.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$7,292
Budgeted Expenditures in SFY 2023	\$0
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$7,292</u>

Status

Approved

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	\$1,121,830	\$0	\$1,121,830	Approved Total	\$487,177
Amount Left	\$431,046	\$0	\$431,046	Amount Still Needed	\$0
In Review Total	\$103,500	\$0	\$103,500	In Review Total	\$80,000
Amount Left	\$327,546	\$0	\$327,546	Amount Still Needed	\$0

Line Items

ID	Allocation Type	Learning Loss	Function Code	Object Code	Allowable Use	Total Expenditures	Status
248-3-0023	Direct	True	2210	320	12	\$5,000	Task Force Review
248-3-0024	Direct	False	2210	320	10	\$3,500	Task Force Review
248-3-0025	Direct	True	1000	110	12	\$55,000	Task Force Review
248-3-0026	Direct	False	1000	610	12	\$20,000	Task Force Review
248-3-0027	Direct	True	1000	610	12	\$20,000	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
248-3-0010	Direct	True	1000	610	12	\$12,480	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

Line Item Details

Allocation Type

Direct Allocation

Is 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.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$5,000
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	\$5,000

Status

Task Force Review

Line Item Comment from KSDE

New Line Item

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

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.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$3,500
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$3,500</u>

Status

Task Force Review

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.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$55,000
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$55,000</u>

Status

Task Force Review

Allocation Type

Direct Allocation

Is this 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.

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: 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.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$20,000
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$20,000</u>

Status

Task Force Review

Line Item ID: 248-3-0001

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

EQUIPMENT 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.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$212,117
Budgeted Expenditures in SFY 2023	\$0
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<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.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$53,250
Budgeted Expenditures in SFY 2024	\$53,250
Total Expenditures	\$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.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$7,840
Budgeted Expenditures in SFY 2023	\$7,840
Budgeted Expenditures in SFY 2024	\$7,840
Total Expenditures	<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.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$840
Budgeted Expenditures in SFY 2023	\$840
Budgeted Expenditures in SFY 2024	\$840
Total Expenditures	<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.

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

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.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$2,275
Budgeted Expenditures in SFY 2023	\$2,275
Budgeted Expenditures in SFY 2024	\$2,275
Total Expenditures	<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.

Budgeted Expenditures in SFY 2021	\$0
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Budgeted Expenditures in SFY 2022	\$0
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Budgeted Expenditures in SFY 2023	\$1,615
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Budgeted Expenditures in SFY 2024	\$1,615
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Total Expenditures	\$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.

Budgeted Expenditures in SFY 2021	\$0
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Budgeted Expenditures in SFY 2022	\$0
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Budgeted Expenditures in SFY 2023	\$3,300
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Budgeted Expenditures in SFY 2024	\$0
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Total Expenditures	\$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: 248-3-0010

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

SUPPLIES-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. The instructional fee through Saint Mary's College is \$6,000. The Literacy Coach also completes 18 units of coursework at the cost of \$360/unit.

Budgeted Expenditures in SFY 2021	\$0
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Budgeted Expenditures in SFY 2022	\$0
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Budgeted Expenditures in SFY 2023	\$12,480
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Budgeted Expenditures in SFY 2024	\$0
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Total Expenditures	\$12,480
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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.

Budgeted Expenditures in SFY 2021	\$0
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Budgeted Expenditures in SFY 2022	\$0
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Budgeted Expenditures in SFY 2023	\$1,000
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Budgeted Expenditures in SFY 2024	\$0
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Total Expenditures	<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.

Budgeted Expenditures in SFY 2021	\$0
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Budgeted Expenditures in SFY 2022	\$0
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Budgeted Expenditures in SFY 2023	\$17,000
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Budgeted Expenditures in SFY 2024	\$0
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Total Expenditures	\$17,000
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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.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$9,420
Budgeted Expenditures in SFY 2023	\$9,420
Budgeted Expenditures in SFY 2024	\$9,420
Total Expenditures	<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.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$25,000
Budgeted Expenditures in SFY 2024	\$25,000
Total Expenditures	<u>\$50,000</u>

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)

Budgeted Expenditures in SFY 2021	\$0
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Budgeted Expenditures in SFY 2022	\$0
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Budgeted Expenditures in SFY 2023	\$60,000
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Budgeted Expenditures in SFY 2024	\$60,000
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Total Expenditures	\$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.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$122,944
Budgeted Expenditures in SFY 2023	\$0
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<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.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$20,000
Budgeted Expenditures in SFY 2024	\$20,000
Total Expenditures	<u>\$40,000</u>

Status

Approved

Line Item Comment from KSDE

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.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$37,400
Budgeted Expenditures in SFY 2024	\$37,400
Total Expenditures	\$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.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$44,000
Budgeted Expenditures in SFY 2024	\$44,000
Total Expenditures	\$88,000

Status

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.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$6,300
Budgeted Expenditures in SFY 2024	\$6,300
Total Expenditures	<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.

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
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Total Expenditures	\$55,000
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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 marginalized 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.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$7,350
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<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).

ESSER III APPLICATION FOR D0275

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>
Triplains	503 Wilson, Winona, KS 677640097	Box 97, Winona, KS 677640097
<u>Superintendent Name</u>	<u>Superintendent E-mail Address</u>	<u>Superintendent Phone Number</u>
Lamar Bergsten	lamar.bergsten@triplains.org	(785) 846-7869

Authorized Representative of the District Information

<u>Name</u>	<u>Position of Title</u>	<u>E-mail Address</u>	<u>Phone Number</u>
Lamar Bergsten	Supt	lamar.bergsten@triplains.org	(785) 846-7869
<u>Other District Representative 1 - Name</u>		<u>Other District Representative 1 - E-mail Address</u>	
Heather Zerr		heather.zerr@triplains.org	
<u>Other District Representative 2 - Name</u>		<u>Other District Representative 2 - E-mail Address</u>	

Plan for Safe Return

Please paste a direct link of your school district's safe return plan that is posted on your website.

https://docs.google.com/document/d/e/2PACX-1vSOvtjTP_CKbgt2O0UgDdAsr7H-F2ZddxyRXpkRGjZm5GN60893nwFVmrVhSTPbHK_AHn60eAJaREqH/pub

Use of Funds for CDC Guidance

How will the funds be used to implement prevention and mitigation strategies that are, to the greatest extent practicable, consistent with the most recent CDC guidance on reopening schools, in order to continuously and safely open and operate schools for in-person learning?

USD 275 Triplains plans to use the funds to help students with learning loss, social emotional issues, and maintain a positive school climate in our rural K-12 school district. We have and will be implementing many strategies to help with learning loss, including a summer enrichment program, updating student and teacher technology, updating educational software, and implementing social emotional strategies across the K-12.

Stakeholder Engagement

Engaging in Meaningful Consultation with Stakeholders (Please describe the ways you meaningfully consulted with each group listed below as part of the development of the district ESSER III Plan)

Students

Student consultation was conducted in two formats, survey and in person groups. 20 students, which is 80% of our 7-12 student body completed a survey and the superintendent met with various groups of students, such as KAY club, Student Council, Freshmen class, Sophomore Class, Junior Class, and Senior Class to discuss issues related to COVID. From these discussions students ideas have been considered in the ESSER application. Information about the survey was sent out on our messaging system and posted on our website. Students ideas included field trips, and student technology. Our ESSER III plan has taken into consideration all of these items.

Families

We sent out an ESSER survey to parents in September 2021 on our parent square messaging system. Information was also posted on the school website. 19 families submitted a response. The categories with the most interest are additional personnel and staff, followed by additional technology and instructional materials. This recommendations are taken into consideration in our ESSER III plan.

School and District Administrators including Special Education Administration

There is only one administrator in the district. The administration sees a need for additional technology along with additional staff if such staff may be located. Our special education department believes students will benefit from extended summer learning opportunities and additional technology. All of this input was used to help develop our plan.

Teachers, Principals, School leaders, other Educators, School Staff and their Unions

The superintendent met with all staff to discuss ideas for ESSER funding. We do not have a negotiation process and no teachers' union at USD 275 so the staff meeting produced several ideas including technology and social emotional strategies related to student learning. The group discussed learning loss due to COVID and ways to catch students up both inside and outside the classroom. The teacher input was considered in developing the ESSER III plan.

Tribes

Although the district is unaware of any Tribal residents in the community, we do have 2 students who identify with Native Americans in the district. This family had the opportunity to visit with the superintendent of schools and complete our ESSER III survey. The Kansas Association of Native American Education and the Native American Affairs encouraged us to talk with our local families and provided us with links to the Native American Collaborative which encourages LEAs to address issues of equity, learning loss, social - emotional learning needs, and other critical issues. Through these communications the needs expressed were social emotional programs and field trips. These have all been taken into consideration and are part of our ESSER III plan.

Civil Rights Organization including Disability Rights Organizations

We are a small rural school with an enrollment of 65 students. In order to meaningfully consult with Civil Rights Organizations in our school district, we first considered what internal strategies and action steps we could take. To begin, we attempted to identify specific organizations within our school district boundaries. Then, we attempted to identify parents, guardians, business owners, and/or community members that may be affiliated in some capacity with a Civil Rights Organization, including Disability Rights Organizations. This effort did not produce any contacts for us.

We reached out to the Kansas Human Rights Commission and the Kansas Action for Children organization. We shared our plans for use of ESSER III funds and requested input during this consultation. Ruth Glover of the Kansas Human Rights Commission has stated that this organization has not established guidance regarding ESSER III funding. John Wilson of KAC has mentioned retention pay for teachers and staff.

Sent survey to: info@aclukansas.org American Civil Liberties Union of Kansas, Kansas Action for Children (sent link via their website contact page: <https://www.kac.org/contact>). Kansas National Association for Advancement of Colored People (sent via their website contact page <https://kansasnaacp.org/contact/>). This is a copy of the link I sent to them. <https://forms.gle/QfHNrN2fcWX1cqQ98>.

Lastly, we consulted with neighboring school districts and our regional service center for their feedback and input. Our plan reflects all of these considerations.

Stakeholders representing the interests of children with disabilities, English Learners, children experiencing homelessness, children in foster care, migratory students, children who are incarcerated, and other underserved students

We have collaborated with the Northwest Kansas Educational Service Center to ensure that all students with disabilities; Kansas Kids @ GEARUP, Michelle Nicholson and TFI, Rachelle Roosevelt for students in foster care; as well as inviting teachers and parents of these students to meetings and to complete two surveys. Through these communications these representatives felt the following would be beneficial for students: Summer Programs. After School Programs. Social Worker/Counselor Professional development in trauma informed care Transportation 1 to 1 student technology (the top request for ELL) We currently do not have students who are migratory or incarcerated. However, all other groups had respondents and their voices are represented in our ESSER III plan.

Stakeholders representing the listed subgroup populations

Children with IEP/disabilities – four responses

English Learners – none at this time

Children experiencing homelessness – none at this time

Children in foster care – none at this time

Migratory students – none at this time

Incarcerated students – none at this time

Provide the public the opportunity to provide input and take such input into account

The district has received input from various stakeholders in our small rural district. Our district has approximately 70 students in K-12 so there is overlap among the groups. The ESSER III application information was also shared with our board of education, on our website, the district site council, and with the use of our parent reach system.

Use of Funds for Learning Loss Set Aside and The Rest of The Allocation

Please briefly describe the impacts of COVID-19 on the district and its Pre-K through 12 students, including any relevant data where possible (e.g., cost impact, learning loss, emotional impact on students). If there has been a disproportionate impact on a special population in the district (e.g., students with disabilities, English Learners, students in foster care, students in poverty, etc.), please describe the impact and provide the number of Pre-K through 12 students in that population.

USD 275 has documented evidence of learning loss during the pandemic when students were not in person. The data shows academic losses, behavior needs, and overall connection with peers effecting emotional behavior. Local assessments show gaps in math and reading throughout the K-12 population. On any given year with our without a pandemic there will be gaps or loss of learning by individual students however, not to the level that this has been documented during this pandemic.

How the LEA will use the funds it reserves under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year? (Provide specific references to evidence-based interventions that meet one of the four tiers of evidence, as defined in Sec. 8101(21) of ESEA)

USD 275 has implemented a "Summer Camp" for students in K-6 in the summer for a pre-start for the year and help maintain what has been learned and eliminate learning loss over the summer.

Our staff researched the following sources to design and implement our summer program.

S. McCombs, J. S., Augustine, C., Schwartz, H., Bodilly, S., McInnis, B., Lichter, D., & Cross, A. B. (2012). Making summer count: How summer programs can boost children's learning. Education Digest: Essential Readings Condensed For Quick Review, 77(6), 47–52. Retrieved from https://www.rand.org/content/dam/rand/pubs/monographs/2011/RAND_MG1120.pdf

Terzian, M., & Moore, K. A. (2009). What works for summer learning programs for low-income children and youth: Preliminary lessons from experimental evaluations of social interventions. Washington, DC. Author. Retrieved from <https://www.childtrends.org/wp-content/uploads/2009/09/2009-41WWSummerLearning.pdf>

How the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act?

USD 275 will not only look at the learning loss that has occurred we will also look at the buildings to insure students have a safe learning environment. We will also maintain a focus on the social and emotional well being of the students, staff, and community. This was something that many wanted a focus placed when spending the money.

How the LEA will ensure that the interventions it implements, including but not limited to the interventions under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time, will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students disproportionately impacted by the COVID–19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students.

To monitor the use of and impact of ESSER III funding, academic needs will be reviewed through the use of FastBridge, State Assessments, and ACT. Social Emotional Health will be monitored through FastBridges Social, Academic, and Emotional Behavior Risk Screener (SAEBRS) and the The Kansas Communities that Care Survey. Subgroup data will be analyzed separately to make sure all student needs are being met. The expectations are that student grades, engagement, and attendance will begin to show improvement.

Allocations

	Direct Allocation	True Up Allocation	Total Allocation		20% Minimum
ESSER III Allocations	\$116,698	\$0	\$116,698	ESSER III Allocations	\$23,340
Approved Total	\$74,304	\$0	\$74,304	Approved Total	\$16,100
Amount Left	\$42,394	\$0	\$42,394	Amount Still Needed	\$7,240
In Review Total	\$27,225	\$0	\$27,225	In Review Total	\$2,875
Amount Left	\$15,169	\$0	\$15,169	Amount Still Needed	\$4,365

Line Items

ID	Allocation Type	Learning Loss	Function Code	Object Code	Allowable Use	Total Expenditures	Status
275-3-0009	Direct	False	1000	120	12	\$18,000	Task Force Review
275-3-0010	Direct	True	1000	653	12	\$2,875	Task Force Review
275-3-0011	Direct	False	1000	300	9	\$6,350	Task Force Review
275-3-0001	Direct	False	2620	420	7	\$2,250	Approved
275-3-0002	Direct	True	1000	110	11A	\$6,000	Approved
275-3-0003	Direct	True	1000	122	11A	\$1,500	Approved
275-3-0004	Direct	True	1000	946	12	\$5,000	Approved
275-3-0005	Direct	False	1000	110	12	\$21,000	Approved
275-3-0007	Direct	True	1000	600	11A	\$3,600	Approved
275-3-0008	Direct	False	1000	736	9	\$34,954	Approved

Line Item Details

Line Item ID: 275-3-0009

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

Classified Salaries

Account Number

7

Function Code

1000 - Instruction

Object Code

120 - Regular Non-Certified Salaries

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Please describe the expenditures within the account and how they will address a COVID-19 need

Provide retention incentive pay for approximately 9 classified staff members at \$1,000 to address additional staffing requirements based on COVID, such as cleaning and student social emotional needs that hinder education in the classroom

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$9,000
Budgeted Expenditures in SFY 2024	\$9,000
Total Expenditures	<u>\$18,000</u>

Status

Task Force Review

Line Item ID: 275-3-0010

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

Technology Software

Account Number

7

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

We will purchase Zspace educational software licenses for our three dimensional computers for our science lab. ZSpace is the leading evidence-based augmented/virtual reality (AR/VR) platform that provides innovative hands-on, experiential learning to improve achievement in science, math and career and technical education.

The software we are purchasing is designed for these specific five computers, the software will assist low socioeconomic students in the sophomore class in learning loss by providing remedial science learning in the area of physical science with an emphasis on Chemistry. The concepts they will be reviewing and catching up on are from junior high school, when the student learning was affected by COVID.

The cost of the software is \$500 per computer with a remote host fee of \$375, for a total of \$2,875.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$2,875
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$2,875</u>

Status

Task Force Review

Line Item Comment from KSDE

New Line Item

Line Item ID: 275-3-0011

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

Distance Education

Account Number

7

Function Code

1000 - Instruction

Object Code300 - PURCHASED PROFESSIONAL
AND TECHNICAL SERVICES**Allowable Use**9 - Purchasing educational technology
(including hardware, software, and
connectivity) for the LEA's students.**Please describe the expenditures within the account and how they will address a COVID-19 need**

We will provide distance education to our high school students in order for students to meet the Kansas State Board of Regents criteria. Courses offered will include foreign language, career exploration, and math. The courses will be provided by the ICAN network (Interactive Consortium Academic Network). These courses would otherwise not be available to our students due to a number of hurdles including lack of teacher retention and teacher shortage, both increased by COVID, and geographic location.

The ICAN network is an IDL (interactive distance learning) network that connects students and teachers located in different communities in Kansas.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$6,350
Budgeted Expenditures in SFY 2023	\$0
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$6,350</u>

Status

Task Force Review

Line Item Comment from KSDE

New Line Item

Line Item ID: 275-3-0001

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

COVID Supplies

Account Number

7

Function Code

2620 - Maintenance of Buildings

Object Code

420 - Cleaning Services

Allowable Use

7 - Purchasing supplies to sanitize and clean LEA and school facilities.

Please describe the expenditures within the account and how they will address a COVID-19 need

Supplies necessary for protective purposes and sanitation (i.e. antibacterial cleaners and disinfectants, chemical cleaners, drinking fountain cone cups.)

Budgeted Expenditures in SFY 2021	\$0
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Budgeted Expenditures in SFY 2022	\$0
--	-----

Budgeted Expenditures in SFY 2023	\$750
--	-------

Budgeted Expenditures in SFY 2024	\$1,500
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Total Expenditures	<u>\$2,250</u>
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Status

Approved

Line Item ID: 275-3-0002

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

Summer School

Account Number

7

Function Code

1000 - Instruction

Object Code

110 - Regular Certified Salaries

Allowable Use

11A - Planning and implementing summer learning or enrichment programs.

Please describe the expenditures within the account and how they will address a COVID-19 need

We have implemented a Summer School session to help with learning loss, we provided this service in the summer of 2022. Plan to provide in the summer of 2023 and 2024.

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
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Total Expenditures	<u>\$6,000</u>
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Status

Approved

Line Item ID: 275-3-0003

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

Summer Sessions

Account Number

7

Function Code

1000 - Instruction

Object Code

122 - Part-Time Non-Certified Salaries

Allowable Use

11A - Planning and implementing summer learning or enrichment programs.

Please describe the expenditures within the account and how they will address a COVID-19 need

The summer school program will provide enrichment and lessons for learning loss to our students. This specific funds will be used to employ paraprofessionals to assist the certified instructors in working with students.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$500
Budgeted Expenditures in SFY 2023	\$500
Budgeted Expenditures in SFY 2024	\$500
Total Expenditures	<u>\$1,500</u>

Status

Approved

Line Item ID: 275-3-0004

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

07

Account Number

5200

Function Code

1000 - Instruction

Object Code

946 - Professional Development

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Please describe the expenditures within the account and how they will address a COVID-19 need

Staff will be provided with both professional resources, materials, and training focused on addressing student learning loss among sub groups including primary grade students, children with IEPs, and low income students with interventions and remediation.

This will entail attending workshops and purchasing evidence-based materials in order to help primary students, children with IEPs, and low income students who have been identified through our use of screeners and progress monitoring. Training for staff would include, Fastbridge for math, reading, and social emotional, as well as, Standards and Curriculum, Math Literacy, and Phonics and Stem. Funds provided will help offset the costs for bringing in trainers and attending conferences such as USD, KSDE, and KASB workshops.

At this time we are looking at several different STEM conferences to send our elementary and 7-12 staff to attend, then bring information back to the whole group. We are also looking at bringing in Fastbridge training for our staff.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$2,000
Budgeted Expenditures in SFY 2024	\$3,000
Total Expenditures	\$5,000

Status

Approved

Line Item Comment from KSDEConference information provided by district via email: <https://stevespangler.com/conferences-events/stem-conference/>

Line Item ID: 275-3-0005

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

Teacher Salaries

Account Number

7

Function Code

1000 - Instruction

Object Code

110 - Regular Certified Salaries

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Please describe the expenditures within the account and how they will address a COVID-19 need

Provide retention incentive pay for approximately 10.5 staff at \$1,000 to address additional staffing requirements based on COVID, such as cleaning and student social emotional needs that hinder education in the classroom

Budgeted Expenditures in SFY 2021	\$0
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Budgeted Expenditures in SFY 2022	\$0
--	-----

Budgeted Expenditures in SFY 2023	\$10,500
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Budgeted Expenditures in SFY 2024	\$10,500
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Total Expenditures	<u>\$21,000</u>
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Status

Approved

Line Item ID: 275-3-0007

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

Summer School learning supplies

Account Number

7

Function Code

1000 - Instruction

Object Code

600 - SUPPLIES AND MATERIALS

Allowable Use

11A - Planning and implementing summer learning or enrichment programs.

Please describe the expenditures within the account and how they will address a COVID-19 need

Teaching and academic supplies for summer school program to address learning loss due to covid isolation and remote learning. Examples of needed supplies include STEM project kit for elementary students, art supplies, snacks, and outdoor education materials.

Budgeted Expenditures in SFY 2021	\$0
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Budgeted Expenditures in SFY 2022	\$1,200
--	---------

Budgeted Expenditures in SFY 2023	\$1,200
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Budgeted Expenditures in SFY 2024	\$1,200
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Total Expenditures	<u>\$3,600</u>
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Status

Approved

Line Item ID: 275-3-0008

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

Technology - Hardware

Account Number

7

Function Code

1000 - Instruction

Object Code

736 - Computers and Related Equipment (Including Software if bought as a package)

Allowable Use

9 - Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students.

Please describe the expenditures within the account and how they will address a COVID-19 need

Purchase laptops and ipads for individual student use at home during quarantine, summer school, and regular to school year due to learning loss.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$14,954
Budgeted Expenditures in SFY 2023	\$10,000
Budgeted Expenditures in SFY 2024	\$10,000
Total Expenditures	<u>\$34,954</u>

Status

Approved

ESSER III APPLICATION FOR D0308

Status
Approved

KSDE Application Comments

KSDE has not confirmed the ESEA Evidence level for 20% set aside activities. Each district is responsible for documenting the evidence base and verifying that it meets the Evidence Based criteria as defined in ESEA. Please retain a link to the evidence that you are basing this on and which tiers of evidence it meets for future monitoring. Please see this link for more details <https://ies.ed.gov/ncee/wwc/essa>

Current Directory Information

<u>District</u>	<u>Address</u>	<u>Mail Address</u>
Hutchinson Public Schools	1520 North Plum, Hutchinson, KS 67501	1520 North Plum, Hutchinson, KS 67501
<u>Superintendent Name</u>	<u>Superintendent E-mail Address</u>	<u>Superintendent Phone Number</u>
Dawn Johnson	johnson.dawn@usd308.com	(620) 615-4000

Authorized Representative of the District Information

<u>Name</u>	<u>Position of Title</u>	<u>E-mail Address</u>	<u>Phone Number</u>
Sheila Meggers	Assistant Superintendent of Finance	meggers.sheila@usd308.com	(620) 615-4040

Plan for Safe Return

Please paste a direct link of your school district's safe return plan that is posted on your website.

https://core-docs.s3.amazonaws.com/documents/asset/uploaded_file/1814/USD_308/2356103/District_Plan_for_Safe_Return_8-1-2022.docx.pdf

Use of Funds for CDC Guidance

How will the funds be used to implement prevention and mitigation strategies that are, to the greatest extent practicable, consistent with the most recent CDC guidance on reopening schools, in order to continuously and safely open and operate schools for in-person learning?

ESSER III funds will be used to address health and safety concerns, such as replacing carpet in some classrooms with a hard surface flooring. This will allow the floors to be sanitized on a daily basis. These classrooms had students eating in them for the last few years due to COVID and the floors have been difficult to sanitize. Another use of the funds will be to install touchless faucets in all school kitchens and restrooms. This is intended to stop the spread of germs since staff and students will not need to touch the faucets. We also plan to use ESSER III funds to upgrade several HVAC systems to improve the air quality in some of our buildings. We plan to use some funds to provide for the increased number of substitutes we are requiring when staff are out with a positive COVID diagnosis.

Stakeholder Engagement

Engaging in Meaningful Consultation with Stakeholders (Please describe the ways you meaningfully consulted with each group listed below as part of the development of the district ESSER III Plan)

Students

Our ESSER III input process included three student Input Sessions. Each Input Session was a 90 minute guided discussion that allowed the group to identify needs in the district, brainstorm individually, and then discuss in groups their ideas for the use of funds. Each group was carefully selected to include a range of grade levels, interests, and student diversity. We had meaningful discussions and input within each group. We also sent out a survey as an additional way for all students to provide input.

Some of the top ideas identified by students include:

- High quality teachers
- Better school lunches
- Increased social emotional support
- Touchless faucets and water fountains

Our ESSER III plan takes these recommendations into consideration and many of the students' ideas are included in our application.

Families

We have included parents in the development of our ESSER III plan by offering six parent Input Sessions. These sessions mirrored the student sessions. Parents were able to identify areas of need, discuss them as a group, and then rank the suggestions in order of importance. Each group could have up to 25 people involved, and we offered times during the day, over the lunch hour and in the evening to attend. We intentionally invited parents from each building in our district, including as much diversity as possible. We also sent out a survey as an additional way for all parents to provide input.

Some of the top ideas identified by parents include:

- Summer School
- Increased reading support
- Increased social emotional support

These suggestions from parents are reflected in our ESSER III plan.

School and District Administrators including Special Education Administration

Our district administrative team, including our Director of SPED and Assistant Director of SPED, has met frequently to review the needs of our students and staff across the district. These meetings have included reviewing the data from our Input Sessions and our district wide survey.

In reviewing the data collected and looking at the needs of our district, the following have been identified as areas that need to be addressed:

- Increased Instructional Support – specifically reading
- Summer School – target students below grade level in reading
- Premium Pay – retention of current staff
- Professional Development – particularly in reading instruction
- Virtual School – continue to grow this option
- Facility upgrades – HVAC, touchless faucets, hard surface floors

You will see that this information plays a prominent role in our ESSER III plan.

Teachers, Principals, School leaders, other Educators, School Staff and their Unions

The development of our ESSER III plan has been a collaborative effort of multiple stakeholders within the school district including: licensed staff, classified staff, special education staff, principals, directors, and HNEA, our local union. We held ten Input Sessions across the district, making sure to include all groups listed above in these discussions. Many staff members also provided feedback through the survey we sent out.

Some of the main ideas identified by staff include:

- Increased instructional support for at-risk students
- Recruit and retain high quality staff
- Continue Summer School
- Continue providing 1-to-1 technology for students

You will see these ideas included in our ESSER III plan.

Tribes

In a report we pulled from Skyward, our student information system, we identified 120 students who identified as Native American. We included a number of the parents of these students in our Input Sessions for parents. We had a few of these parents attend. Based on their feedback and what we believe will benefit our Native American students, the following items were identified:

- Increased reading support
- Summer School
- Providing 1:1 technology

Our ESSER III plan includes these suggestions to best meet the needs of our students.

Civil Rights Organization including Disability Rights Organizations

We contacted the following civil rights organizations in our community and invited them to attend or host an Input Session.

- NAACP
- United Way of Reno County
- Boys & Girls Club of Hutchinson
- PILR – Prairie Independent Living Resource
- Rise Up Reno
- TECH – Disability Services

While we did not hear back from every group, we met individually with the following:

- United Way of Reno County
- Boys & Girls Club of Hutchinson
- Rise Up Reno

These organizations offered the following suggestions:

- Increased social emotional support
- Continue to provide summer school
- Continue to offer Virtual School
- Provide summer school transportation
- Suicide prevention training

Our ESSER III plan includes the feedback and ideas we received from these civil rights organizations.

Stakeholders representing the interests of children with disabilities, English Learners, children experiencing homelessness, children in foster care, migratory students, children who are incarcerated, and other underserved students

We invited the following organizations in our community to attend an Input Session to provide feedback on how we can best meet the needs of our students in various subgroups:

- SW Bricktown – represent English Learners & underserved students in our community
- Salvation Army
- New Beginnings
- Saint Francis
- Department of Children and Families
- Oxford House
- Bright House
- Interfaith Housing

To identify needs of our children with disabilities, we received input from the SPED Director, Assistant SPED Director, SPED staff, and parents of students with disabilities. The following items were identified as top priorities:

- Increased social emotional support
- Health care access – partner with other agencies
- Family liaison
- Provide highly qualified staff

We met with the SW Bricktown organization, which was primarily comprised of parents of English Learners as well as district interpreters. This group offered the following 3 suggestions as top priorities for English Language Learners:

- Continue providing technology and access to all students
- Summer school transportation
- Parent Education - for Non-English Speaking Parents

We received input from the district's Homeless Coordinator. The top priorities to meet these students' needs included:

- Social emotional and mental health support
- District family liaison
- Health care access
- Internet connectivity options

We included Saint Francis, the Department of Children and Families, and some foster parents to attend a session and provide input. The organizations did not choose to participate, but some foster parents did. Some of the areas they identified include:

- Increased social emotional support
- Suicide prevention training
- After school child care

We do not have any students identified as migratory at this time.

We have a few students in our Juvenile Detention Center. We were not able to get any parents to provide input. We did get input from the staff that work at the Juvenile Detention Center. They offered the following suggestions:

- Additional counseling, social emotional, and/or mental health services
- Additional elective options for students

District administrators and staff reviewed input and identified some high priority items to meet the needs of underserved students across the district. These priorities include:

- Increased instructional support
- Summer School
- Continue providing 1:1 technology
- Increased social emotional support

Our ESSER III plan includes many of these suggestions in order to best meet the needs of all our student populations. A few of the suggestions are being addressed through other grants and funds. For example, we have hired a family liaison through a collaborative grant with Horizons Mental Health Center. Some needs we have been able to address with current resources as well.

Provide the public the opportunity to provide input and take such input into account

We provided an online survey for staff, parents, and community members to provide input on how ESSER III funds could best be used to support all students. We received 383 responses from parents/community members and 263 responses from staff through the survey. We also held 18 in-person Input Sessions and several focus group discussions on site at some of our community organizations. Through the survey and in-person options, we received feedback and ideas from over 1,000 stakeholders from January through April of 2022.

After collecting the feedback, we spent time sorting and analyzing the ideas we received. We looked for the common themes across the various stakeholder groups. The district administrative team used those themes to narrow down the top priorities for the use of ESSER III funds.

We then shared the results with stakeholders in the following ways:

- Through a presentation and PowerPoint to the USD 308 Board of Education, the process used to engage stakeholders and the results of their input were shared. This presentation was also livestreamed on the district's social media. This was done at the end of April 2022.
- We outlined the number of stakeholders that provided input, the process used to seek feedback, and the top themes identified throughout this process. This information was shared in an email to stakeholders in May of 2022.
- During back to school meetings with district and building administrators in July of 2022, we reviewed the stakeholder engagement process that occurred last spring and the themes that were identified. This served as a review for returning staff and served to inform new staff for the 2022-2023 school year.
- Once our ESSER III plan has been approved, we plan to share a finalized plan for ESSER III funds with stakeholders. Last year, we created a graphic for how we used and/or plan to use ESSER I and ESSER II funds. This was shared through email, our website, and social media. We will update this graphic to include ESSER III and share it in a similar fashion.

Use of Funds for Learning Loss Set Aside and The Rest of The Allocation

Please briefly describe the impacts of COVID-19 on the district and its Pre-K through 12 students, including any relevant data where possible (e.g., cost impact, learning loss, emotional impact on students). If there has been a disproportionate impact on a special population in the district (e.g., students with disabilities, English Learners, students in foster care, students in poverty, etc.), please describe the impact and provide the number of Pre-K through 12 students in that population.

USD 308 currently serves 4,054 students.

70 - Preschool Students

K-6 – 1, 885

MS - 620 Students

HS – 1,326

The impacts of COVID-19 on our students include the following:

Academic Loss

- FastBridge Data
- State Assessments

Attendance

- Chronic Absenteeism
- Increased Absenteeism/Tardies

Social Emotional

- Low baseline data scores

Enrollment

- Lack of School Experience for Kindergarten/No Preschool
- Increased enrollment in the Virtual School Program
- Increased enrollment in Alternate School – Grades 9-12

Technology

- Increased technology – 1-to-1

Sped Population above the state average at 28%

How the LEA will use the funds it reserves under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year? (Provide specific references to evidence-based interventions that meet one of the four tiers of evidence, as defined in Sec. 8101(21) of ESEA)

In an effort to address the academic impact of lost instructional time, USD 308 provided summer school for students below academic grade level. Further, the district hired instructional coaches, instructional support, and instructional aides to best meet the individual needs of students.

All instructional materials and curriculum used with students during ELA focused summer school were based on current research based curricula like Foundations, CKLA (Amplify).

All Tier II and Tier III groups work directly with the above mentioned instructional support. Tier II and Tier III intervention groups receive intense literacy intervention lessons based on research based curriculum.

How the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act?

We plan to use our remaining ESSER III funds to continue providing a virtual school option for our students, additional professional development for staff, and additional substitutes to allow staff to attend professional development. Since literacy is a focus with our summer school and professional development for the next 2 years, we plan to replace some books in our libraries that were lost during the Spring of 2020 when students did not return to buildings. We also plan to use some funds to improve our indoor air quality, install some hard surface flooring that can be sanitized, and install touchless faucets to help mitigate the spread of germs. To address increased social emotional needs, we plan to use some funds for SEL curriculum. We also plan to use some funds for staff retention.

How the LEA will ensure that the interventions it implements, including but not limited to the interventions under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time, will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students disproportionately impacted by the COVID-19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students.

- USD 308 works hard to develop strong partnerships with families. Our goal is to inform them of the learning opportunities we offer and how they can best support their child or children. We do this through parent communication, parent nights, welcoming families into our buildings, working with families one on one and providing services to meet individual needs.
- USD 308 focuses on relationships. Our adults focus on strong student relationships to encourage better student outcomes, higher attendance and an investment in learning.
- USD 308 provides enrichment opportunities that develop social, emotional and academic skills. These activities include career days, small businesses, technical programs, STEM activities, academic nights, extra-curricular activities such as debate, athletics and the arts.
- USD 308 ensures that our programs are inclusive and can be accessible to all students.
- USD 308 monitors and evaluates all programs on a regular basis in an effort to make continuous improvement.

Allocations

	Direct Allocation	True Up Allocation	Total Allocation		20% Minimum
ESSER III Allocations	\$8,492,960	\$0	\$8,492,960	ESSER III Allocations	\$1,698,592
Approved Total	\$8,361,560	\$0	\$8,361,560	Approved Total	\$3,448,305
Amount Left	\$131,400	\$0	\$131,400	Amount Still Needed	\$0
In Review Total	\$131,400	\$0	\$131,400	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
308-3-0042	Direct	False	2620	437	15	\$131,400	Task Force Review
308-3-0043	Direct	False	1000	513	11A	\$9,400	Approved
308-3-0001	Direct	True	1000	111	12	\$2,060,600	Approved
308-3-0002	Direct	True	1000	121	12	\$688,800	Approved
308-3-0009	Direct	False	2212	330	3	\$200,040	Approved
308-3-0010	Direct	False	1000	736	9	\$369,408	Approved
308-3-0011	Direct	False	1000	650	9	\$259,192	Approved
308-3-0012	Direct	False	1000	735	9	\$90,000	Approved
308-3-0013	Direct	False	1000	619	10	\$50,000	Approved
308-3-0014	Direct	False	2220	641	3	\$60,000	Approved
308-3-0015	Direct	False	2610	723	14	\$1,200,000	Approved
308-3-0017	Direct	False	4700	719	15	\$500,000	Approved
308-3-0018	Direct	True	1000	213	12	\$60,626	Approved
308-3-0019	Direct	True	1000	221	12	\$190,986	Approved
308-3-0020	Direct	True	1000	260	12	\$3,585	Approved
308-3-0021	Direct	True	1000	270	12	\$15,362	Approved
308-3-0023	Direct	True	1000	111	11A	\$320,000	Approved
308-3-0024	Direct	True	1000	121	11A	\$20,000	Approved
308-3-0025	Direct	True	1000	221	11A	\$26,010	Approved
308-3-0026	Direct	True	1000	260	11A	\$442	Approved
308-3-0027	Direct	True	1000	270	11A	\$1,894	Approved
308-3-0028	Direct	True	1000	619	11A	\$60,000	Approved
308-3-0029	Direct	False	1000	111	16	\$705,000	Approved
308-3-0030	Direct	False	1000	121	16	\$720,000	Approved
308-3-0031	Direct	False	1000	221	16	\$109,014	Approved
308-3-0032	Direct	False	1000	260	16	\$1,872	Approved
308-3-0033	Direct	False	1000	270	16	\$8,020	Approved
308-3-0034	Direct	False	1000	115	3	\$276,960	Approved
308-3-0035	Direct	False	1000	221	3	\$21,038	Approved
308-3-0036	Direct	False	1000	260	3	\$430	Approved

308-3-0037	Direct	False	1000	270	3	\$1,532	Approved
308-3-0038	Direct	False	1000	111	3	\$306,000	Approved
308-3-0039	Direct	False	1000	221	3	\$23,387	Approved
308-3-0040	Direct	False	1000	260	3	\$430	Approved
308-3-0041	Direct	False	1000	270	3	\$1,532	Approved

Line Item Details

Line Item ID: 308-3-0042

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

103

Function Code

2620 - Maintenance of Buildings

Object Code

437 - Plumbing Services

Allowable Use

15 - Developing strategies and implementing public health protocols for the reopening and operation of school facilities.

Please describe the expenditures within the account and how they will address a COVID-19 need

These funds will be used to install touchless faucets in all restrooms and kitchens across the district. This is intended to reduce contact with these surfaces and help mitigate the spread of COVID-19. The breakdown of expenses is:

600 touchless flash valves at \$200 each = \$120,000

38 touchless faucets at \$300 each = \$11,400

Total Parts = \$131,400

Budgeted Expenditures in SFY 2021 \$0

Budgeted Expenditures in SFY 2022 \$0

Budgeted Expenditures in SFY 2023 \$131,400

Budgeted Expenditures in SFY 2024 \$0

Total Expenditures \$131,400

Status

Task Force Review

Line Item Comment from KSDE

Allowable if meets CDC guidelines

Line Item ID: 308-3-0043

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III

Account Number

103

Function Code

1000 - Instruction

Object Code513 - Student Transportation Services
by Outside Agency or Company**Allowable Use**11A - Planning and implementing
summer learning or enrichment
programs.**Please describe the expenditures within the account and how they will address a COVID-19 need**

Transportation: We have free admission to a STEM learning opportunity for students, but we need to transport students an hour each way. This transportation would provide elementary students with a hands-on STEM learning experience. We contract with Durham busing for all transportation. The cost was estimated as follows:

120 miles x \$1.53/mile = \$183.60

\$25/hour for bus driver x 6 hours = \$150.00

Total trip = \$333.60

We need 1 bus for each grade level 3rd-6th at each elementary building. Each bus would transport 2 classes (2 3rd grade, 24th grade, etc.).

4 grade levels per building x 7 buildings = 28 buses (56 total classes)

28 buses x \$333.60 = \$9,340.80

With many underserved students in our district, we are trying to provide hands-on learning experiences to re-engage students and help address learning deficits created by COVID-19.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$9,400
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$9,400</u>

Status

Approved

Line Item ID: 308-3-0001

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III

Account Number

103

Function Code

1000 - Instruction

Object Code

111 - Full-Time Certified Salaries

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Please describe the expenditures within the account and how they will address a COVID-19 need

Certified Salaries (Instructional Support): To provide additional help to students who have experienced learning loss, each building will be provided with 3-4 instructional support/instructional coaching positions (based on building need and size) for the 2022-23 and 2023-24 school years. Students who have gaps in learning due to the pandemic have been identified for additional instruction, whether in small group, pull-out interventions, or additional reteaching opportunities in all attendance centers. The total number of licensed instructional support staff across the district will be 23 FTE. Using an average salary of \$45,000, we estimate this cost to be \$1,035,000 per year or \$2,070,000 for 2 years. We are still funding a few of these positions with ESSER II, so SFY 2023 will be slightly less.

Budgeted Expenditures in SFY 2021	\$0
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Budgeted Expenditures in SFY 2022	\$0
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Budgeted Expenditures in SFY 2023	\$1,025,600
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Budgeted Expenditures in SFY 2024	\$1,035,000
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Total Expenditures	\$2,060,600
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Status

Approved

Line Item ID: 308-3-0002

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III

Account Number

103

Function Code

1000 - Instruction

Object Code

121 - Full-Time Non-Certified Salaries

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Please describe the expenditures within the account and how they will address a COVID-19 need

Non-Certified Salaries (Instructional Support): To target reading instruction and address learning loss, each of our elementary buildings will be provided with 4 educational aides for the 2022-23 and 2023-24 school years. We have 7 elementary buildings, so this is a total of 28 educational aides. Using an average salary of \$12,300 x 28 aides, we anticipate this cost to be \$344,400 per year or \$688,800 for 2 years.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$344,400
Budgeted Expenditures in SFY 2024	\$344,400
Total Expenditures	<u>\$688,800</u>

Status

Approved

Line Item ID: 308-3-0009

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III

Account Number

103

Function Code2212 - Instruction and Curriculum
Development Services**Object Code**330 - Professional Employee Training
and Development Services**Allowable Use**3 - Providing principals and other
school leaders with resources to
address individual school needs.**Please describe the expenditures within the account and how they will address a COVID-19 need**

Professional Development: Professional development to provide staff, including principals, instructional coaches and teachers, targeted training to address instructional strategies, how to address increased behaviors, and how to read and use the data (PLC's) as we address learning loss.

January 2022 – Cognitive Coaching for the 12 district instructional coaches hired to address learning loss.

\$500 registration x 12 coaches = \$6,000

January 2022 - Adaptive Schools training for principals.

\$800 registration x 10 administrators + \$2,000 travel = \$10,000

Spring/Summer 2022 – Professional Learning Community (PLC) training through Solution Tree for 3 new principals and 4 staff from each of their buildings.

\$780 registration x 12 staff + \$2,000 travel = \$11,360

2023 Summer PD – Kagan training provided in-house for staff during the summer.

125 teachers x (\$20/hour x 6 hours/day x 5 days) + \$2,000 trainer = \$77,000

August 2023 – Convocation speaker for all staff on mental health.

\$5,000

2023-2024 Bring in Safe and Civil Schools training district-wide.

4 days at \$4,000/day + \$1,200 consultant travel expenses = \$17,200

2024 Summer PD – Visible Learning for teachers.

145 teachers x (\$20/hour x 6 hour/day x 4 days) + \$3,880 trainer = \$73,480

Professional Development Plan Summary:

Cognitive Coaching - \$6,000

Adaptive Schools - \$10,000

PLC Conference - \$11,360

Summer PD – Kagan - \$77,000

Convocation – mental health speaker - \$5,000

Safe & Civil Schools - \$17,200

Summer PD – Visible Learning - \$73,480

TOTAL = \$200,040

Budgeted Expenditures in SFY 2021 \$0

Budgeted Expenditures in SFY 2022 \$0

Budgeted Expenditures in SFY 2023 \$100,000

Budgeted Expenditures in SFY 2024 \$100,040

Total Expenditures \$200,040

Status

Approved

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III

Account Number

103

Function Code

1000 - Instruction

Object Code

736 - Computers and Related Equipment (Including Software if bought as a package)

Allowable Use

9 - Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students.

Please describe the expenditures within the account and how they will address a COVID-19 need

Technology Equipment: Classroom instruction and recording technology to enable in-person and virtual learning.

Cleartouch Boards - \$6,485/each x 30 + \$1,000 shipping = \$195,550

Cleartouch PC Module - \$895/each x 30 + \$1,000 shipping = \$27,850

Desktops for Computer Aided Instruction (CAI) lab to allow high school students to earn credits for classes failed or that have fallen behind due to COVID.

\$3,816/each x 38 + \$1,000 shipping = \$146,008

Total: \$369,408

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$184,704**Budgeted Expenditures in SFY 2024** \$184,704**Total Expenditures** \$369,408**Status**

Approved

Line Item ID: 308-3-0011

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III

Account Number

103

Function Code

1000 - Instruction

Object Code

650 - Supplies-Technology Related

Allowable Use

9 - Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students.

Please describe the expenditures within the account and how they will address a COVID-19 need

Technology Supplies: Additional technology supplies to repair damaged technology devices used by students. Due to the increase of technology use when we moved to 1-to-1 devices during the COVID-19 pandemic, we are seeing an increase in repairs and replacement to keep technology available for all students to access for learning at school and at home. Here is how we arrived at our budget repair/replacement cost.

Average repair cost for iPad - \$250

Average repair cost for Chromebook - \$150

Replacement cost for iPad - \$449

Replacement cost for Chromebook - \$320

Number of student iPad – 1140

Number of student Chromebooks – 2856

Potential repair/replacement costs for student devices range from \$713,400 to \$1,425,780. At an assumed 20% rate of breakage, the range is \$142,680 to \$285,156. The average is \$213,918 per year.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$129,596
Budgeted Expenditures in SFY 2024	\$129,596
Total Expenditures	\$259,192

Status

Approved

Line Item ID: 308-3-0012

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III

Account Number

103

Function Code

1000 - Instruction

Object Code

735 - Technology -Related Software

Allowable Use

9 - Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students.

Please describe the expenditures within the account and how they will address a COVID-19 need

Software: Purchasing educational software/licenses such as Accelus and Fastbridge to provide online learning and assessment tools. Accelus licenses were purchased last year for virtual school through ESSER II. The Fastbridge Screener will be used to help diagnose gaps in learning and how to respond effectively. Fastbridge data will also be used to help identify students for summer school learning.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$45,000
Budgeted Expenditures in SFY 2024	\$45,000
Total Expenditures	\$90,000

Status

Approved

Line Item ID: 308-3-0013

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III

Account Number

103

Function Code

1000 - Instruction

Object Code

619 - Other Supplies and Materials

Allowable Use

10 - Providing mental health services and supports.

Please describe the expenditures within the account and how they will address a COVID-19 need

SEL Curriculum: Purchase a social-emotional curriculum to meet the increased emotional and mental health needs of students due to COVID-19 challenges. We have a committee working on this to identify the curriculum that will best meet our students' needs.

Budgeted Expenditures in SFY 2021	\$25,000
Budgeted Expenditures in SFY 2022	\$25,000
Budgeted Expenditures in SFY 2023	\$0
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	\$50,000

Status

Approved

Line Item ID: 308-3-0014

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III

Account Number

103

Function Code

2220 - Educational Media Services

Object Code

641 - Books

Allowable Use

3 - Providing principals and other school leaders with resources to address individual school needs.

Please describe the expenditures within the account and how they will address a COVID-19 need

Literacy is a focus as the number of students reading below grade level has increased since remote learning. We will purchase books for each library K-12 to encourage reading and to help replace some of the books lost when we went remote during COVID-19.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$30,000
Budgeted Expenditures in SFY 2024	\$30,000
Total Expenditures	<u>\$60,000</u>

Status

Approved

Line Item ID: 308-3-0015

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III

Account Number

103

Function Code

2610 - Operation of Building

Object Code

723 - Heating and Cooling System

Allowable Use

14 - Inspection, testing, maintenance, repair, replacement and upgrade projects to improve the indoor air quality in school facilities.

Please describe the expenditures within the account and how they will address a COVID-19 need

To help mitigate the spread of COVID -19, we plan to improve indoor air quality in several of our school facilities. These funds would be used for an HVAC replacement project each summer.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$400,000
Budgeted Expenditures in SFY 2023	\$400,000
Budgeted Expenditures in SFY 2024	\$400,000
Total Expenditures	<u>\$1,200,000</u>

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

Account Number

103

Function Code

4700 - Building Improvements

Object Code

719 - All Other Improvements

Allowable Use

15 - Developing strategies and implementing public health protocols for the reopening and operation of school facilities.

Please describe the expenditures within the account and how they will address a COVID-19 need

Hard Surface Flooring: Replace carpet in elementary classrooms that is heavily soiled due to eating meals in classrooms during the COVID-19 pandemic. Carpet will be replaced with hard surface flooring to allow for sanitizing this surface to help mitigate the spread of germs.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$250,000
Budgeted Expenditures in SFY 2024	\$250,000
Total Expenditures	<u>\$500,000</u>

Status

Approved

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

ESSER III

Account Number

103

Function Code

1000 - Instruction

Object Code

213 - Health and Accident Insurance

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Please describe the expenditures within the account and how they will address a COVID-19 need

Employer Paid Health Insurance (Instructional Support): To provide additional help to students who have experienced learning loss, each building will be provided with an additional 3-4 instructional support/instructional coaching positions. Students who have gaps in learning due to the pandemic have been identified for additional instruction, whether in small group, pull-out interventions, or additional reteaching opportunities in all attendance centers. Each of our elementary buildings will also be provided with 4 educational aides for the 2022-23 and 2023-24 school years.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$30,313
Budgeted Expenditures in SFY 2024	\$30,313
Total Expenditures	<u>\$60,626</u>

Status

Approved

Line Item ID: 308-3-0019

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III

Account Number

103

Function Code

1000 - Instruction

Object Code

221 - FICA - Employer's Contribution

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Please describe the expenditures within the account and how they will address a COVID-19 need

FICA (Instructional Support): To provide additional help to students who have experienced learning loss, each building will be provided with an additional 3-4 instructional support/instructional coaching positions. Students who have gaps in learning due to the pandemic have been identified for additional instruction, whether in small group, pull-out interventions, or additional reteaching opportunities in all attendance centers. Each of our elementary buildings will also be provided with 4 educational aides for the 2022-23 and 2023-24 school years.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$95,493
Budgeted Expenditures in SFY 2024	\$95,493
Total Expenditures	<u>\$190,986</u>

Status

Approved

Line Item ID: 308-3-0020

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III

Account Number

103

Function Code

1000 - Instruction

Object Code

260 - Unemployment Compensation

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Please describe the expenditures within the account and how they will address a COVID-19 need

Unemployment (Instructional Support): To provide additional help to students who have experienced learning loss, each building will be provided with an additional 3-4 instructional support/instructional coaching positions. Students who have gaps in learning due to the pandemic have been identified for additional instruction, whether in small group, pull-out interventions, or additional reteaching opportunities in all attendance centers. Each of our elementary buildings will also be provided with 4 educational aides for the 2022-23 and 2023-24 school years.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$1,792
Budgeted Expenditures in SFY 2024	\$1,793
Total Expenditures	<u>\$3,585</u>

Status

Approved

Line Item ID: 308-3-0021

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III

Account Number

103

Function Code

1000 - Instruction

Object Code

270 - Worker's Compensation

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Please describe the expenditures within the account and how they will address a COVID-19 need

Worker's Compensation (Instructional Support): To provide additional help to students who have experienced learning loss, each building will be provided with an additional 3-4 instructional support/instructional coaching positions. Students who have gaps in learning due to the pandemic have been identified for additional instruction, whether in small group, pull-out interventions, or additional reteaching opportunities in all attendance centers. Each of our elementary buildings will also be provided with 4 educational aides for the 2022-23 and 2023-24 school years.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$7,681
Budgeted Expenditures in SFY 2024	\$7,681
Total Expenditures	<u>\$15,362</u>

Status

Approved

Line Item ID: 308-3-0023

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III

Account Number

103

Function Code

1000 - Instruction

Object Code

111 - Full-Time Certified Salaries

Allowable Use

11A - Planning and implementing summer learning or enrichment programs.

Please describe the expenditures within the account and how they will address a COVID-19 need

Certified Salaries (Summer School): We provided summer school the past 2 years through ESSER II funds. We plan to continue summer school for the next 2 years to provide small group targeted reading instruction for students below grade level in reading. We will use district data and assessments to identify our at-risk students that can benefit from additional instruction, including many of our student subgroups. We anticipate providing 2 elementary, 1 middle school, 1 high school, and 1 virtual school site for summer school students.

Summer school will be held for 3 weeks in July for 3 weeks. Classes will be held for 4 hours Monday through Thursday each week. We are estimating staff and students as follows:

Elementary teachers: 12-18

Secondary teachers: 3

Elementary paras: 6-12

Secondary paras: 1-3

Elementary students: 180

Secondary students: 75

Budgeted Expenditures in SFY 2021	\$0
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Budgeted Expenditures in SFY 2022	\$0
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Budgeted Expenditures in SFY 2023	\$160,000
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Budgeted Expenditures in SFY 2024	\$160,000
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Total Expenditures	<u>\$320,000</u>
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Status

Approved

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III

Account Number

103

Function Code

1000 - Instruction

Object Code

121 - Full-Time Non-Certified Salaries

Allowable Use

11A - Planning and implementing summer learning or enrichment programs.

Please describe the expenditures within the account and how they will address a COVID-19 need

Non-Certified Salaries (Summer School): We provided summer school the past 2 years through ESSER II funds. We plan to continue summer school for the next 2 years to provide small group targeted reading instruction for students below grade level in reading. We will use district data and assessments to identify our at-risk students that can benefit from additional instruction, including many of our student subgroups. We anticipate providing 2 elementary, 1 middle school, 1 high school, and 1 virtual school site for summer school students.

Summer school will be held for 3 weeks in July for 3 weeks. Classes will be held for 4 hours Monday through Thursday each week. We are estimating staff and students as follows:

Elementary teachers: 12-18

Secondary teachers: 3

Elementary paras: 6-12

Secondary paras: 1-3

Elementary students: 180

Secondary students: 75

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$10,000
Budgeted Expenditures in SFY 2024	\$10,000
Total Expenditures	<u>\$20,000</u>

Status

Approved

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III

Account Number

103

Function Code

1000 - Instruction

Object Code

221 - FICA - Employer's Contribution

Allowable Use

11A - Planning and implementing summer learning or enrichment programs.

Please describe the expenditures within the account and how they will address a COVID-19 need

FICA (Summer School): We provided summer school the past 2 years through ESSER II funds. We plan to continue summer school for the next 2 years to provide small group targeted reading instruction for students below grade level in reading. We will use district data and assessments to identify our at-risk students that can benefit from additional instruction, including many of our student subgroups. We anticipate providing 2 elementary, 1 middle school, 1 high school, and 1 virtual school site for summer school students.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$13,005
Budgeted Expenditures in SFY 2024	\$13,005
Total Expenditures	<u>\$26,010</u>

Status

Approved

Line Item ID: 308-3-0026

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III

Account Number

103

Function Code

1000 - Instruction

Object Code

260 - Unemployment Compensation

Allowable Use

11A - Planning and implementing summer learning or enrichment programs.

Please describe the expenditures within the account and how they will address a COVID-19 need

Unemployment (Summer School): We provided summer school the past 2 years through ESSER II funds. We plan to continue summer school for the next 2 years to provide small group targeted reading instruction for students below grade level in reading. We will use district data and assessments to identify our at-risk students that can benefit from additional instruction, including many of our student subgroups. We anticipate providing 2 elementary, 1 middle school, 1 high school, and 1 virtual school site for summer school students.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$221
Budgeted Expenditures in SFY 2024	\$221
Total Expenditures	<u>\$442</u>

Status

Approved

Line Item ID: 308-3-0027

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III

Account Number

103

Function Code

1000 - Instruction

Object Code

270 - Worker's Compensation

Allowable Use

11A - Planning and implementing summer learning or enrichment programs.

Please describe the expenditures within the account and how they will address a COVID-19 need

Worker's Compensation (Summer School): We provided summer school the past 2 years through ESSER II funds. We plan to continue summer school for the next 2 years to provide small group targeted reading instruction for students below grade level in reading. We will use district data and assessments to identify our at-risk students that can benefit from additional instruction, including many of our student subgroups. We anticipate providing 2 elementary, 1 middle school, 1 high school, and 1 virtual school site for summer school students.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$947
Budgeted Expenditures in SFY 2024	\$947
Total Expenditures	<u>\$1,894</u>

Status

Approved

Line Item ID: 308-3-0028

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III

Account Number

103

Function Code

1000 - Instruction

Object Code

619 - Other Supplies and Materials

Allowable Use

11A - Planning and implementing summer learning or enrichment programs.

Please describe the expenditures within the account and how they will address a COVID-19 need

Supplies (Summer School): These funds will be used between all summer school locations to purchase needed supplies such as curriculum and materials for students.

Elementary Curriculum - \$5,000

Secondary Curriculum - \$5,000

Elementary Digital Resources - \$5,000

Secondary Digital Resources - \$5,000

Field Trips - \$1,000

Transportation - \$1,000

Supplies/Materials - \$6,000

Supplies/Food - \$2,000

Total = \$30,000 x 2 years = \$60,000

Budgeted Expenditures in SFY 2021	\$0
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Budgeted Expenditures in SFY 2022	\$0
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Budgeted Expenditures in SFY 2023	\$30,000
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Budgeted Expenditures in SFY 2024	\$30,000
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Total Expenditures	<u>\$60,000</u>
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Status

Approved

Line Item ID: 308-3-0029

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III

Account Number

103

Function Code

1000 - Instruction

Object Code

111 - Full-Time Certified Salaries

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Please describe the expenditures within the account and how they will address a COVID-19 need

Certified Salaries (retention pay): We plan to use funds for the purpose of providing premium pay, or retention pay, for all district personnel. The total amount will be paid in the following manner:

Licensed Staff: \$750 per person. To be paid on November 15, 2022. We have approximately 470 licensed staff.
 $\$750 \times 470 = \$352,500/\text{year}$

Classified Staff: \$750 per person. To be paid on November 15, 2022. We have approximately 480 classified staff.
 $\$750 \times 480 = \$360,000/\text{year}$

This additional pay for USD 308 employees is reasonable and necessary given the following anticipated and increased job related duties that will need to take place during 2022-2023 and 2023-2024 school years in response to academic and social emotional learning loss of students due to the COVID-19 pandemic. In addition, we anticipate this will help us maintain the current number of staff necessary to safely operate during the pandemic given the staffing shortages found across the state. The premium pay for 2022-23 has been discussed and agreed on through our local negotiations process. Employees will be made aware of these additional duties and will fill out required Time and Effort documentation.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$352,500
Budgeted Expenditures in SFY 2024	\$352,500
Total Expenditures	<u>\$705,000</u>

Status

Approved

Line Item ID: 308-3-0030

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III

Account Number

103

Function Code

1000 - Instruction

Object Code

121 - Full-Time Non-Certified Salaries

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Please describe the expenditures within the account and how they will address a COVID-19 need

Non-Certified Salaries (retention pay): We plan to use funds for the purpose of providing premium pay, or retention pay, for all district personnel. The total amount will be paid in the following manner:

Licensed Staff: \$750 per person. To be paid on November 15, 2022. We have approximately 470 licensed staff.
 $\$750 \times 470 = \$352,500/\text{year}$

Classified Staff: \$750 per person. To be paid on November 15, 2022. We have approximately 480 classified staff.
 $\$750 \times 480 = \$360,000/\text{year}$

This additional pay for USD 308 employees is reasonable and necessary given the following anticipated and increased job related duties that will need to take place during 2022-2023 and 2023-2024 school years in response to academic and social emotional learning loss of students due to the COVID-19 pandemic. In addition, we anticipate this will help us maintain the current number of staff necessary to safely operate during the pandemic given the staffing shortages found across the state. The premium pay for 2022-23 has been discussed and agreed on through our local negotiations process. Employees will be made aware of these additional duties and will fill out required Time and Effort documentation.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$360,000
Budgeted Expenditures in SFY 2024	\$360,000
Total Expenditures	<u>\$720,000</u>

Status

Approved

Line Item ID: 308-3-0031

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III

Account Number

103

Function Code

1000 - Instruction

Object Code

221 - FICA - Employer's Contribution

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Please describe the expenditures within the account and how they will address a COVID-19 need

FICA (retention pay): We plan to use funds for the purpose of providing premium pay, or retention pay, for all district personnel. The total amount will be paid in the following manner:

Licensed Staff: \$750 per person. To be paid on November 15, 2022. We have approximately 470 licensed staff.
 $\$750 \times 470 = \$352,500/\text{year}$

Classified Staff: \$750 per person. To be paid on November 15, 2022. We have approximately 480 classified staff.
 $\$750 \times 480 = \$360,000/\text{year}$

This additional pay for USD 308 employees is reasonable and necessary given the following anticipated and increased job related duties that will need to take place during 2022-2023 and 2023-2024 school years in response to academic and social emotional learning loss of students due to the COVID-19 pandemic. In addition, we anticipate this will help us maintain the current number of staff necessary to safely operate during the pandemic given the staffing shortages found across the state. The premium pay for 2022-23 has been discussed and agreed on through our local negotiations process. Employees will be made aware of these additional duties and will fill out required Time and Effort documentation.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$54,507
Budgeted Expenditures in SFY 2024	\$54,507
Total Expenditures	<u>\$109,014</u>

Status

Approved

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III

Account Number

103

Function Code

1000 - Instruction

Object Code

260 - Unemployment Compensation

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Please describe the expenditures within the account and how they will address a COVID-19 need

Unemployment (retention pay): We plan to use funds for the purpose of providing premium pay, or retention pay, for all district personnel. The total amount will be paid in the following manner:

Licensed Staff: \$750 per person. To be paid on November 15, 2022. We have approximately 470 licensed staff.
 $\$750 \times 470 = \$352,500/\text{year}$

Classified Staff: \$750 per person. To be paid on November 15, 2022. We have approximately 480 classified staff.
 $\$750 \times 480 = \$360,000/\text{year}$

This additional pay for USD 308 employees is reasonable and necessary given the following anticipated and increased job related duties that will need to take place during 2022-2023 and 2023-2024 school years in response to academic and social emotional learning loss of students due to the COVID-19 pandemic. In addition, we anticipate this will help us maintain the current number of staff necessary to safely operate during the pandemic given the staffing shortages found across the state. The premium pay for 2022-23 has been discussed and agreed on through our local negotiations process. Employees will be made aware of these additional duties and will fill out required Time and Effort documentation.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$936
Budgeted Expenditures in SFY 2024	\$936
Total Expenditures	<u>\$1,872</u>

Status

Approved

Line Item ID: 308-3-0033

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III

Account Number

103

Function Code

1000 - Instruction

Object Code

270 - Worker's Compensation

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Please describe the expenditures within the account and how they will address a COVID-19 need

Worker's Compensation (retention pay): We plan to use funds for the purpose of providing premium pay, or retention pay, for all district personnel. The total amount will be paid in the following manner:

Licensed Staff: \$750 per person. To be paid on November 15, 2022. We have approximately 470 licensed staff.
 $\$750 \times 470 = \$352,500/\text{year}$

Classified Staff: \$750 per person. To be paid on November 15, 2022. We have approximately 480 classified staff.
 $\$750 \times 480 = \$360,000/\text{year}$

This additional pay for USD 308 employees is reasonable and necessary given the following anticipated and increased job related duties that will need to take place during 2022-2023 and 2023-2024 school years in response to academic and social emotional learning loss of students due to the COVID-19 pandemic. In addition, we anticipate this will help us maintain the current number of staff necessary to safely operate during the pandemic given the staffing shortages found across the state. The premium pay for 2022-23 has been discussed and agreed on through our local negotiations process. Employees will be made aware of these additional duties and will fill out required Time and Effort documentation.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$4,010
Budgeted Expenditures in SFY 2024	\$4,010
Total Expenditures	<u>\$8,020</u>

Status

Approved

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III

Account Number

103

Function Code

1000 - Instruction

Object Code115 - Temporary Certified Substitutes'
Salaries for Certified Staff**Allowable Use**

3 - Providing principals and other school leaders with resources to address individual school needs.

Please describe the expenditures within the account and how they will address a COVID-19 need

Salaries (substitutes): Continuation of additional substitute teachers at attendance centers . The pandemic has caused substitute shortages which impact the classroom. This will allow us to stay open and continue instruction for students.

2022-23: \$120/day x 929 sub days to cover staff out related to COVID = \$111,480

2023-24: \$120/day x 929 sub days to cover staff out related to COVID = \$111,480

This line will also be used for substitutes to provide increased staff professional development to address learning loss.

2022-23: \$120/day x 250 sub days (PLC Conference + literacy PD+ Leader in Me) = \$30,000

2023-24: \$120/day x 200 sub days for literacy PD = \$24,000

Budgeted Expenditures in SFY 2021 \$0

Budgeted Expenditures in SFY 2022 \$0

Budgeted Expenditures in SFY 2023 \$141,480

Budgeted Expenditures in SFY 2024 \$135,480

Total Expenditures \$276,960

Status

Approved

Line Item ID: 308-3-0035

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III

Account Number

103

Function Code

1000 - Instruction

Object Code

221 - FICA - Employer's Contribution

Allowable Use

3 - Providing principals and other school leaders with resources to address individual school needs.

Please describe the expenditures within the account and how they will address a COVID-19 need

FICA (substitutes): Continuation of additional substitute teachers at attendance centers . The pandemic has caused substitute shortages

which impact the classroom. This will allow us to stay open and continue instruction for students.

This line will also be used for substitutes to provide increased staff professional development to address learning loss.

Budgeted Expenditures in SFY 2021 \$0

Budgeted Expenditures in SFY 2022 \$0

Budgeted Expenditures in SFY 2023 \$10,519

Budgeted Expenditures in SFY 2024 \$10,519

Total Expenditures \$21,038

Status

Approved

Line Item ID: 308-3-0036

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III

Account Number

103

Function Code

1000 - Instruction

Object Code

260 - Unemployment Compensation

Allowable Use

3 - Providing principals and other school leaders with resources to address individual school needs.

Please describe the expenditures within the account and how they will address a COVID-19 need

Unemployment (substitutes): Continuation of additional substitute teachers at attendance centers . The pandemic has caused substitute shortages which impact the classroom. This will allow us to stay open and continue instruction for students.

This line will also be used for substitutes to provide increased staff professional development to address learning loss.

Budgeted Expenditures in SFY 2021 \$0

Budgeted Expenditures in SFY 2022 \$0

Budgeted Expenditures in SFY 2023 \$215

Budgeted Expenditures in SFY 2024 \$215

Total Expenditures \$430

Status

Approved

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III

Account Number

103

Function Code

1000 - Instruction

Object Code

270 - Worker's Compensation

Allowable Use

3 - Providing principals and other school leaders with resources to address individual school needs.

Please describe the expenditures within the account and how they will address a COVID-19 need

Worker's Compensation (substitutes): Continuation of additional substitute teachers at attendance centers . The pandemic has caused substitute shortages which impact the classroom. This will allow us to stay open and continue instruction for students.

This line will also be used for substitutes to provide increased staff professional development to address learning loss.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$766
Budgeted Expenditures in SFY 2024	\$766
Total Expenditures	<u>\$1,532</u>

Status

Approved

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III

Account Number

103

Function Code

1000 - Instruction

Object Code

111 - Full-Time Certified Salaries

Allowable Use

3 - Providing principals and other school leaders with resources to address individual school needs.

Please describe the expenditures within the account and how they will address a COVID-19 need

Certified Salaries (virtual school): Continue to provide for growth of our virtual school. We started a virtual school in 2021-2022 with ESSER II funds. This would continue to provide for 2.5 FTE.

Our virtual school meets a specific Covid-19 need as we still have many families who feel uncomfortable coming back to the large classroom with the potential to carry Covid-19 home to families who have medically fragile members in the home. While we encourage our families to vaccinate their children, not all families in our conservative town have opted-in to voluntary vaccination. As a result of USD 308 coming back into the brick and mortar model of education, we created our own virtual school as a result of the Covid-19 pandemic in order to continue to provide our families choice to meet their individual educational needs.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$153,000
Budgeted Expenditures in SFY 2024	\$153,000
Total Expenditures	<u>\$306,000</u>

Status

Approved

Line Item ID: 308-3-0039

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III

Account Number

103

Function Code

1000 - Instruction

Object Code

221 - FICA - Employer's Contribution

Allowable Use

3 - Providing principals and other school leaders with resources to address individual school needs.

Please describe the expenditures within the account and how they will address a COVID-19 need

FICA (virtual school): Continue to provide for growth of our virtual school. We started a virtual school in 2021-2022 with ESSER II funds. This would continue to provide for 2.5 FTE.

Budgeted Expenditures in SFY 2021	\$0
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Budgeted Expenditures in SFY 2022	\$0
--	-----

Budgeted Expenditures in SFY 2023	\$11,694
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Budgeted Expenditures in SFY 2024	\$11,693
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Total Expenditures	<u>\$23,387</u>
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Status

Approved

Line Item ID: 308-3-0040

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III

Account Number

103

Function Code

1000 - Instruction

Object Code

260 - Unemployment Compensation

Allowable Use

3 - Providing principals and other school leaders with resources to address individual school needs.

Please describe the expenditures within the account and how they will address a COVID-19 need

Unemployment (virtual school): Continue to provide for growth of our virtual school. We started a virtual school in 2021-2022 with ESSER II funds. This would continue to provide for 2.5 FTE.

Budgeted Expenditures in SFY 2021	\$0
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Budgeted Expenditures in SFY 2022	\$0
--	-----

Budgeted Expenditures in SFY 2023	\$215
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Budgeted Expenditures in SFY 2024	\$215
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Total Expenditures	<u>\$430</u>
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Status

Approved

Line Item ID: 308-3-0041

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III

Account Number

103

Function Code

1000 - Instruction

Object Code

270 - Worker's Compensation

Allowable Use

3 - Providing principals and other school leaders with resources to address individual school needs.

Please describe the expenditures within the account and how they will address a COVID-19 need

Worker's Compensation (virtual school): Continue to provide for growth of our virtual school. We started a virtual school in 2021-2022 with ESSER II funds. This would continue to provide for 2.5 FTE.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$766
Budgeted Expenditures in SFY 2024	\$766
Total Expenditures	<u>\$1,532</u>

Status

Approved

ESSER III APPLICATION FOR D0361

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>
Chaparral Schools	124 N Jennings, Anthony, KS 670030486	Box 486, Anthony, KS 670030486
<u>Superintendent Name</u>	<u>Superintendent E-mail Address</u>	<u>Superintendent Phone Number</u>
Josh Swartz	joshs@usd361.org	(620) 842-5183

Authorized Representative of the District Information

<u>Name</u>	<u>Position of Title</u>	<u>E-mail Address</u>	<u>Phone Number</u>
Josh Swartz	Superintendent	joshs@usd361.org	(620) 842-5183
<u>Other District Representative 1 - Name</u>		<u>Other District Representative 1 - E-mail Address</u>	
Barbara Muse		barbaram@usd361.org	
<u>Other District Representative 2 - Name</u>		<u>Other District Representative 2 - E-mail Address</u>	
Robyn Liebelt		robynl@usd361.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/e/2PACX-1vTKgsA8pHDm3ivfA6sEZcwHeZSPX5_4ZszpoFhZk6tjkFw0T3IlwY9RUqGGorGwNlcmn97Xm4pADxak/pub

Use of Funds for CDC Guidance

How will the funds be used to implement prevention and mitigation strategies that are, to the greatest extent practicable, consistent with the most recent CDC guidance on reopening schools, in order to continuously and safely open and operate schools for in-person learning?

COVID-19 infection rates in our community and across the region guide the mitigation and prevention strategies. Currently, maintenance and custodial processes are a high focus in regards to effectiveness of surface and air quality. Guidance from our community also influences the reopening of schools as the culture and social structures change with COVID-19 infection rates. The intention remains that classrooms and buildings need to be safe and clean.

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

Idea Hunt

The feedback from the idea hunt provides a relevant look into the interests and focuses of students even though the project took place during the 2020-2021 school year. The general concept is to have an idea hunt where students submitted their solutions to the 3 following questions: "How might we build better relationships between all people who learn and work in our school building?", "How might we create a school culture in which students want to participate in school activities and/or athletics?", and "What is one thing that could be done to make all students feel included and valued?"

52 ideas were collected with about 17 ideas per question. These ideas passed through a side by side voting process until the top ideas were identified, which focused on time and strategy development for relationship work along with a theme of creating a school day with more time for informal conversation time.

The connection to the ESSER 3 plan flows through the importance of using supplies and staff time to build on a school day that builds on a positive use of school time for students.

Journey to Yes Interview

Four students were interviewed in connection to a communication and marketing project for the school district. The four students represented both students currently in school that were both involved and then not so involved and two more that were recent graduates. The consistent theme from all respondents connected to the continuation of the personalized learning options.

Key Summary Points

Student to student & staff to student relationships, personalized learning

Families

Climate Survey

Each year since the 2019-2020 school year a climate survey has been administered to families, staff and students in January. There are 6 core areas including trust, bullying, drug use, safety, learning expectations and resilience. Of each of those areas bullying is the one area where the parent voice is not in alignment with staff perceptions. This takeaway also aligns with both behavior and mental health supports that arose from the ESSER 3 survey.

ESSER 3 Survey

As of June 13, 2022 98 parents, staff and community placed responses to the survey that was a copy of the survey shared in the KSDE ESSER 3 toolkit. Of a district with 800 students, approximately 425 families and a grand total community population of 3,000; this is a very rough estimate of about a 14% response rate. The key topics that received the most consistent "Very Important" and "Important" ratings for families were mental health, behavior and academic support. This concern aligns with the 2021-2026 strategic plan of continued improvement in the area of MTSS.

Key Summary Points

Safety, academic performance and behavior support.

School and District Administrators including Special Education Administration

SCKSEC Admin Meeting Notes

USD 361 is a member of the South Central Kansas Special Education Cooperative (SCKSEC #605) along with 14 other districts. Administrators discussed this topic in February 2022 and the key points shared connected to the ability to hire paras and the possibility of having high school students gain training enabling them to be a para once they graduate. Auditory processing concerns were shared connecting to the ability to verbal learning abilities. STEM and summer camp ideas were also discussed.

Key Summary Points

Staff retention and recruitment which also connects to the special education cooperative being connected culturally with the local school districts.

Teachers, Principals, School leaders, other Educators, School Staff and their Unions

Idea Hunt

During the 2021-2022 school year in connection with developing a 5 year strategic plan, staff had the opportunity to provide ideas as part of an "Idea Hunt". The hunt collected 21 ideas where 5 "How might we..." question stems were used. Those questions were "HMW improve trust?", "HMW be a place where everyone want to be?", "HMW design innovative celebrations?", "HMW gain community support for increased funding of district goals and objectives?", and "HMW increase our academic opportunities that compete with the top schools in Kansas".

Once the ideas were collected, staff had the opportunity to chip vote by placing up to 25 chips for each of the 5 categories on whichever idea best aligned with their goals and objectives. 2 key ideas were selected for movement into the strategic planning work which were called "Up the Color" and "Celebration Space". The overall theme of the ideas related to climate and culture in building the positive atmosphere for students.

Principal and teacher feedback

Finding ways to keep staff engaged so they stay in the district which also connects to recruitment and "grow your own" type programs. The para to teacher scholarship plan that started using ESSER II dollars is working and would want to continue this program.

The district has worked with TASN on our MTSS implementation the past 3 years and the continued focus on implementation remains a goal. The current work on strengthening Tier 1 instruction for reading specifically is the focus for 2022-2023 along with the growth of data driven conversations at the classroom teacher community level.

Journey to Yes Interview

Stay connected with other educators, raise achievement, keep a focus and when a change occurs communicate it.

Key Summary Points

Stay focused on MTSS implementation and continue to find ways to engage staff through their own passions.

Tribes

Journey to Yes Interview

Inclusivity is a challenge which connects to the overall acceptance of students and families from different backgrounds. The bias that exists is taught through generations and takes a concerted effort to change.

General Parent Feedback

Approximately 4% of the student population is designated as American Indian or Alaskan Native. The themes of concerns as well as celebrations flow through the lens of equity, inclusiveness and opportunity.

Key Summary Points

Focus on strategies that build inclusiveness and acceptance. This includes processes that focus on learning data away from the personal connections that may exist that drive the support for students.

Civil Rights Organization including Disability Rights Organizations

Specific feedback from students and/or organizations

The google form that was open to families had a high consistency response around supporting academic interventions. Of the 107 responses (6/14/22); 8 respondents identified with children with disabilities, or ELL or a child in foster care.

Anecdotal evidence from the past year from staff also shows the concern with a lack of acceptance and empathy. Several instances arose over the past 12 months that demonstrate the need to improve on acceptance. There are many programs in place to support character education, however, the need to continue the improvement pattern exists.

Contact with the Disability Rights Center of Kansas was not returned by the time of this submission, however, will continue to connect with organizations to stay abreast of current needs and trends for students and families with disabilities.

Key Summary Points

Continued work on empathy and acceptance; academic and behavior supports.

Stakeholders representing the interests of children with disabilities, English Learners, children experiencing homelessness, children in foster care, migratory students, children who are incarcerated, and other underserved students

Additional info added on 7/28/22

The district currently does not have any homeless students and between 3 and 10 migrant students at any given time. After consulting with our migrant recruiter, the key barriers are learning the English Language and engaging parents in the education of their children. The district sees these same areas with goals of improving in both language proficiency and parent engagement.

Additional info added on 7/13/22

Of these 7 responses, 4 were from parents with children with disabilities, 1 from a parent that has English as a second language, 1 from a parent that is underserved, and 1 from a parent for a child in foster care.

7 respondents on our survey matched this area with similar concerns regarding academic achievement and behavior. A specific concern was shared regarding students that don't qualify for special education, however, are in need of support. Even with the current MTSS model in place, more needs to be done.

Key Summary Points

Academic intervention support
Expanded behavior and social emotional support

Provide the public the opportunity to provide input and take such input into account

A google form is open for families to complete.

Key Summary Points

Academic and behavioral supports
Overall mental health monitoring and support
School safety

Use of Funds for Learning Loss Set Aside and The Rest of The Allocation

Please briefly describe the impacts of COVID-19 on the district and its Pre-K through 12 students, including any relevant data where possible (e.g., cost impact, learning loss, emotional impact on students). If there has been a disproportionate impact on a special population in the district (e.g., students with disabilities, English Learners, students in foster care, students in poverty, etc.), please describe the impact and provide the number of Pre-K through 12 students in that population.

The 2020-2021 school year started for 2 weeks in the hybrid model with half the student population onsite and the other half attending virtually. Once that 2 week window was complete, full onsite with restrictions of masking and social in place. During the end of October 2020, Anthony Elementary did Remote Learning for 3 weeks, then in January 2021 Chaparral Jr/Sr High had a week of Remote Learning.

The 2021-2022 school year had one day for Anthony Elementary where there was no school because of a shortage of staff. During the 2021-2022 school year, antigen testing took place through December. Students that were exposed to a positive test were able to attend provided the daily testing took place.

With an English Learner population making up 7% of the student population, poverty at 15% (direct assistance) and free / reduced at 60% the goal was to remain onsite as much as possible. During the spring of the 2019-2020 school year when full remote learning was taking place, special education, ELL, and low income families were the most impacted. This evidence was noted specifically through Fastbridge Math and Reading scores taken during the fall of 2020.

How the LEA will use the funds it reserves under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year? (Provide specific references to evidence-based interventions that meet one of the four tiers of evidence, as defined in Sec. 8101(21) of ESEA)

Summer learning and summer enrichment are two of the key components in our plan. The district has a comprehensive after school program through Title IVA that will also receive additional support with ESSER funds.

How the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act?

Several HVAC units are in the plan for replacement. The units are older and not equipped with air filtration systems capable of removing viruses and other particles from the air.

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.

Continued work with the MTSS TASN team, which is currently in year 3. The current focus is on the use of data and individualized student intervention impact.

ELL staff were added with ESSER 2 funding and would continue through the ESSER 3 window.

Allocations

	Direct Allocation	True Up Allocation	Total Allocation		20% Minimum
ESSER III Allocations	\$1,575,625	\$0	\$1,575,625	ESSER III Allocations	\$315,125
Approved Total	\$1,346,625	\$0	\$1,346,625	Approved Total	\$368,477
Amount Left	\$229,000	\$0	\$229,000	Amount Still Needed	\$0
In Review Total	\$65,000	\$0	\$65,000	In Review Total	\$65,000
Amount Left	\$164,000	\$0	\$164,000	Amount Still Needed	\$0

Line Items

ID	Allocation Type	Learning Loss	Function Code	Object Code	Allowable Use	Total Expenditures	Status
361-3-0016	Direct	True	2100	111	12	\$65,000	Task Force Review
361-3-0002	Direct	False	1000	650	9	\$110,000	Approved
361-3-0003	Direct	False	1000	650	9	\$105,000	Approved
361-3-0004	Direct	False	1000	610	4	\$116,193	Approved
361-3-0005	Direct	False	2500	111	16	\$90,000	Approved
361-3-0006	Direct	False	1000	111	4	\$138,455	Approved
361-3-0008	Direct	False	1000	111	11A	\$102,000	Approved
361-3-0009	Direct	False	1000	111	16	\$316,500	Approved
361-3-0011	Direct	True	1000	111	12	\$160,000	Approved
361-3-0012	Direct	True	1000	300	12	\$70,000	Approved
361-3-0013	Direct	True	1000	610	4	\$38,477	Approved
361-3-0014	Direct	True	1000	111	11A	\$100,000	Approved

Line Item Details

Line Item ID: 361-3-0016

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#3 Staffing

Account Number

81-2100-111-0000-000

Function Code

2100 - Support Services (Students)

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

ELL Program (Paras & Teacher Specialist) // This item is a continuation of a staff hired for ESOL learner support by adding 2 teacher specialists along with 2 para educators. The original plan did not have funding for SFY 2024.

Budgeted Expenditures in SFY 2021	\$0
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Budgeted Expenditures in SFY 2022	\$0
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Budgeted Expenditures in SFY 2023	\$0
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Budgeted Expenditures in SFY 2024	\$65,000
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Total Expenditures	\$65,000
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Status

Task Force Review

Line Item ID: 361-3-0002

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 Instructional Technology Supplies

Account Number

81-1000-650-000

Function Code

1000 - Instruction

Object Code

650 - Supplies-Technology Related

Allowable Use

9 - Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students.

Please describe the expenditures within the account and how they will address a COVID-19 need

PK-4 Devices // Additional info added on 6/21/22 for SFY 2023 replacement of PK-4th personal technology devices (iPads). Remote learning increased the breakage and usage rate of current device inventory.

Budgeted Expenditures in SFY 2021	\$0
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Budgeted Expenditures in SFY 2022	\$0
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Budgeted Expenditures in SFY 2023	\$110,000
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Budgeted Expenditures in SFY 2024	\$0
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Total Expenditures	\$110,000
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Status

Approved

Line Item Comment from KSDE

Justification: Clarification – Please provide additional information explaining the expenditure is due to COVID-19.

Line Item ID: 361-3-0003

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 NameESSER#3 Instructional Technology
Supplies**Account Number**

81-1000-650-000

Function Code

1000 - Instruction

Object Code

650 - Supplies-Technology Related

Allowable Use

9 - Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students.

Please describe the expenditures within the account and how they will address a COVID-19 need

7-12 Devices // Additional info added on 6/21/22 SFY 2024 replacement of 7th to 12th personal technology devices (Chromebooks). Remote learning increased the breakage and usage rate of current device inventory.

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$105,000**Total Expenditures** \$105,000**Status**

Approved

Line Item Comment from KSDE

Justification: Clarification – Please provide additional information explaining the expenditure is due to COVID-19.

Line Item ID: 361-3-0004

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 Instructional Supplies

Account Number

81-1000-610-000

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

General Instructional Supplies // Additional info added on 6/21/22 that this expense is for additional intervention materials for classroom instruction that would benefit both math, reading, behavior and additional content areas. These resources would be specifically used for Tier 2 & Tier 3 interventions.

Budgeted Expenditures in SFY 2021	\$29,185
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$47,008
Budgeted Expenditures in SFY 2024	\$40,000
Total Expenditures	\$116,193

Status

Approved

Line Item Comment from KSDE

Justification: Clarification – Please provide additional information explaining the expenditure is due to COVID-19.

Line Item ID: 361-3-0005

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

ESSER#3 Licensed Technology Staff

Account Number

81-2500-111-000

Function Code

2500 - Central 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

Technology Integration Support // additional information added on 6/22/22: Additional technology integration support in order to best utilize technology purchased to support student learning. The integration of purchased technology is only as strong as the skill set of the staff using the technology. This role improves the effectiveness of the purchased technology and web-based instructional tools. The tech integration support role impacts learning loss by supporting the classroom teacher in guidance and coaching to best use the technology while at the same time implementing the MTSS model. This role also supports families in using technology while away from school. Low income families benefit from this support.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$30,000
Budgeted Expenditures in SFY 2023	\$60,000
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	\$90,000

Status

Approved

Line Item Comment from KSDE

Justification: Clarification – Please provide additional information explaining the expenditure is due to COVID-19.

Line Item ID: 361-3-0006

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 Licensed Instructional Staff

Account Number

80-1000-111-000

Function Code

1000 - Instruction

Object Code

111 - Full-Time Certified Salaries

Allowable Use

4 - Activities to address the unique needs of low-income children, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including outreach and service delivery.

Please describe the expenditures within the account and how they will address a COVID-19 need

3 FTE Guest Teachers // additional information added on 6/22/22: 3 FTE Guest Teachers @ \$31,000 per teacher. Hiring 2 full time guest teachers (substitutes) matches with research that 85% of the school days have at least 2 guest teachers in the district. The remaining 15% of the time would be used to support classroom enrichment/intervention work. Learning loss occurs when the regular teach is not in the classroom with this solution reducing the stress and strain on struggling learners.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$45,455
Budgeted Expenditures in SFY 2023	\$93,000
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$138,455</u>

Status

Approved

Line Item Comment from KSDE

Justification: Clarification – Please provide additional information explaining the expenditure is due to COVID-19.

Line Item ID: 361-3-0008

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 Licensed Instructional Staff

Account Number

80-1000-111-000

Function Code

1000 - Instruction

Object Code

111 - Full-Time Certified Salaries

Allowable Use

11A - Planning and implementing summer learning or enrichment programs.

Please describe the expenditures within the account and how they will address a COVID-19 need

Extended School Year // Additional information added on 6/22/22: Extending the school year for a prorated number of days or hours per year as the cost of operation is \$20,000 per day. This cost includes all staffing required when the school is in operation.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$7,000
Budgeted Expenditures in SFY 2023	\$70,000
Budgeted Expenditures in SFY 2024	\$25,000
Total Expenditures	<u>\$102,000</u>

Status

Approved

Line Item Comment from KSDE

Justification: Clarification – Please provide additional information explaining the expenditure is due to COVID-19. If this a summer school program, please provide the number of staff members, anticipated number of students and the duration of the summer program.

Line Item ID: 361-3-0009

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 Licensed Instructional Staff

Account Number

80-1000-111-000

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 Pay // Additional information added on 6/22/22: Retention pay where \$500 is paid to each staff member for work prior to the semester they are about to begin. Payments in December and August. This payment is for approximately 155 staff. For the SFY 2022 a portion of the funding is shared with ESSER 2.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$37,500
Budgeted Expenditures in SFY 2023	\$201,500
Budgeted Expenditures in SFY 2024	\$77,500
Total Expenditures	<u>\$316,500</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: 361-3-0011

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 Licensed Instructional Staff

Account Number

80-1000-111-000

Function Code

1000 - Instruction

Object Code

111 - Full-Time Certified Salaries

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Please describe the expenditures within the account and how they will address a COVID-19 need

ELL Program (Paras & Teacher Specialist) // Additional information added on 6/22/22 ESOL learner support by adding 2 teacher specialists along with 2 para educators.

Budgeted Expenditures in SFY 2021	\$0
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Budgeted Expenditures in SFY 2022	\$0
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Budgeted Expenditures in SFY 2023	\$160,000
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Budgeted Expenditures in SFY 2024	\$0
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Total Expenditures	\$160,000
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Status

Approved

Line Item Comment from KSDE

Justification: Clarification – Please provide additional information explaining the expenditure is due to COVID-19.

Line Item ID: 361-3-0012

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 Professional Development

Account Number

80-1000-300-000

Function Code

1000 - Instruction

Object Code300 - PURCHASED PROFESSIONAL
AND TECHNICAL SERVICES**Allowable Use**12 - Addressing learning loss among
students, including vulnerable
populations.**Please describe the expenditures within the account and how they will address a COVID-19 need**

Evidence based intervention strategy professional learning opportunities // Additional information added on 6/22/22:
Additional intervention materials for classroom instruction that would benefit both math, reading, behavior and additional
content areas. These resources would be specifically used for Tier 2 & Tier 3 interventions for ELL & Economically
Disadvantaged students.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$40,000
Budgeted Expenditures in SFY 2024	\$30,000
Total Expenditures	<u>\$70,000</u>

Status

Approved

Line Item Comment from KSDE

Justification: Clarification – Please provide additional information explaining the expenditure is due to COVID-19. For the 20% Set-Aside for the Learning Loss, please provide information on which student population sub-group will be addressed due to COVID-19.

Line Item ID: 361-3-0013

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 Instructional Supplies

Account Number

80-1000-610-000

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

Intervention supplies and materials // Additional information added on 6/22/22 Additional intervention materials for classroom instruction that would benefit both math, reading, behavior and additional content areas. These resources would be specifically used for Tier 2 & Tier 3 interventions. These would support students low in math and reading assessment scores.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$14,545
Budgeted Expenditures in SFY 2024	\$23,932
Total Expenditures	<u>\$38,477</u>

Status

Approved

Line Item Comment from KSDE

Justification: Clarification – Please provide additional information explaining the expenditure is due to COVID-19.

Line Item ID: 361-3-0014

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 Licensed Instructional Staff

Account Number

80-1000-111-000

Function Code

1000 - Instruction

Object Code

111 - Full-Time Certified Salaries

Allowable Use

11A - Planning and implementing summer learning or enrichment programs.

Please describe the expenditures within the account and how they will address a COVID-19 need

Summer School // Additional information added on 6/22/22: Summer learning opportunities where students identified as at-risk through Fastbridge screening data, attendance data and classroom performance would gain additional learning support. This funding allows up to 400 students per summer to receive up to 20 hours of instruction in small groups of 4 to 5.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$50,000
Budgeted Expenditures in SFY 2024	\$50,000
Total Expenditures	<u>\$100,000</u>

Status

Approved

Line Item Comment from KSDE

Justification: Clarification – Please provide additional information explaining the expenditure is due to COVID-19. Please provide the number of staff members, anticipated number of students and the duration of the summer program.

ESSER III APPLICATION FOR D0404

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>
Riverton	6860 SE Highway 66, Riverton, KS 667700290	Box 290, Riverton, KS 667700290
<u>Superintendent Name</u>	<u>Superintendent E-mail Address</u>	<u>Superintendent Phone Number</u>
Todd Berry	tberry@usd404.org	(620) 848-3386

Authorized Representative of the District Information

<u>Name</u>	<u>Position of Title</u>	<u>E-mail Address</u>	<u>Phone Number</u>
Todd Berry	Superintendent	tberry@usd404.org	(620) 848-3386

<u>Other District Representative 1 - Name</u>	<u>Other District Representative 1 - E-mail Address</u>
Susie Nowlin	snowlin@usd404.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.usd404.org/cms/lib/KS01001120/Centricity/Domain/14/USD%20404%20Exposure%20Mitigation%20and%20Re-Entry%20Plan%202022-2023%20Ver2.0%20-07072022.pdf>

Use of Funds for CDC Guidance

How will the funds be used to implement prevention and mitigation strategies that are, to the greatest extent practicable, consistent with the most recent CDC guidance on reopening schools, in order to continuously and safely open and operate schools for in-person learning?

Our school district has relied on the Cherokee County Health Department and Community Health Clinics of Southeast Kansas as our guide for making COVID mitigation decisions. Throughout the pandemic, USD 404 has made changes to our procedures as new guidance has become available (i.e., KDHE, CDC, and local officials).

We will continue to follow the guidance of health officials and modify the implementation of COVID-related protocols as COVID continues to evolve. We will continue our COVID "Testing to Stay and Learn" program for staff and students. This program allows us to identify individuals who may be COVID positive and helps keep students/staff in school who may have otherwise been quarantined. To keep this practice in place, we plan to retain the services of our testing team utilizing grant funding provided by KDHE. The school district will continue to maintain PPE (masks, hand sanitizer, food service equipment that will allow for social distancing, shields, etc.) inventory and continue to provide options/products for proper social distancing as appropriate.

We also plan to continue employing a part-time school therapist and nurse's aide. The school based therapist assists the school district in addressing social emotional / and mental health concerns. The nurse's aide position was added during the 2021-22 school year as a resource to deal with COVID cases and student health needs.

Stakeholder Engagement

Engaging in Meaningful Consultation with Stakeholders (Please describe the ways you meaningfully consulted with each group listed below as part of the development of the district ESSER III Plan)

Students

In developing our ESSER plan, we conducted a survey of middle and high school students. 350 students were asked to participate in the survey as part of their teacher advisory period with the link to the survey being disseminated via student email accounts. Approximately 25% (86) elected to participate in the survey. Survey results indicate that the following considerations would be of greatest benefit to students in addressing learning loss due to the impact of Covid:

Expanded social and emotional / mental health services (46.5% of respondents);
The need for added instructional materials/resources such as software, textbooks, curriculum (32.6%);
Additional maintenance, repair, and replacement of systems to improve indoor air quality (26.7% of respondents);
Other activities to maintain operations (25.6% of respondents)

Our ESSER plan will take advantage of these suggestions in an effort to best address the needs of our students.

Families

We conducted parent and community surveys to solicit feedback and to identify those considerations that should be prioritized when attempting to address learning loss due to Covid. The link for the survey was disseminated to parents and community members via the school district website, direct e-mail messaging, and social media posts. Eighty-six (86) families elected to respond the the survey. A review of the results from the parent survey identified the following priorities:

The need for replacement of aging HVAC equipment / systems to improve indoor air quality (47.7% of respondents);
The need for added instructional materials/resources such as software, textbooks, curriculum (43.0% of respondents);
Added personnel to support/maintain smaller class size and academic interventions (40.7% of respondents);
Extended learning opportunities and/or supports for students who have suffered learning loss due to Covid (39.5% of respondents);
Expanded social and emotional / mental health services (37.2% of respondents);

Clearly, parents elected to select more items as priorities. That said, many of these items correspond with items identified by other groups and it will be our intention to address as many of these as we can with our ESSER plan.

School and District Administrators including Special Education Administration

Our school district only employs one district-level administrator and he has been involved in the collection of data from various stakeholder groups. This data has been reviewed and utilized in the identification of district needs.

The SEK Interlocal collaborates with member school districts to provide special education and other related services to identified students. The American Rescue Plan Act of 2021 requires LEAs to engage in meaningful consultation with specific stakeholder groups within the LEA and the community.

In consultation with the SEK Interlocal, the LEA and cooperative have identified the following needs/challenges as a result of the pandemic:

School closures and remote instruction resulted in learning loss for some students, especially those who require additional academic support, benefit from peer modeling, or whose instruction requires some level of differentiation.

Disruptions in access to structured educational environments and behavioral supports has increased the need for social emotional support for many students.

Considerations for addressing the above listed challenges might include the following:

Expanded/extended learning opportunities such as after-school or summer school programming to provide enrichment opportunities for students.

Added personnel to expand access to improved individualized learning. Accomplishing this may involve the need to address the compensation levels of support staff to address shortages.

Resources to support students and families experiencing social-emotional/social behavioral issues. This could include access to school-wide supports.

Access to best practices with respect to health and wellness and improvements to indoor air quality.

Please note that these suggestions play a prominent role in our ESSER plan.

Teachers, Principals, School leaders, other Educators, School Staff and their Unions

In a similar fashion to the manner in which we sought feedback from both students and parent/community members, staff members were surveyed and again asked to identify those considerations that should be prioritized when attempting to address learning loss due to Covid. Staff surveyed include teachers, building level administrators, classroom aides, and members of the teacher's bargaining unit. A review of this feedback identified the following staff priorities:

The need for added instructional materials/resources such as software, textbooks, curriculum (60.7% of respondents);

Added personnel to support/maintain smaller class size and academic interventions (50.0% of respondents);

The need for replacement of aging HVAC equipment / systems to improve indoor air quality (50% of respondents);

The need for added behavior supports and intervention. This could also include the need for added social-emotional supports (44.6% of respondents);

Extended learning opportunities and/or supports for students who have suffered learning loss due to Covid (41.1% of respondents)

In addition to above mentioned items, there is universal concern for the school district's ability to maintain highly qualified instructional and support staff. As a result, there is wide-spread support among all groups for premium retention payments to maintain operations of the school.

Our ESSER plan will take advantage of these suggestions in an effort to best address the needs of our students.

Tribes

In a review of the student information system, we have identified 36 students who self-report as members of a tribe. Survey results of students, parents, and staff indicate that the following considerations would be of greatest benefit in addressing learning loss due to the impact of Covid:

The purchase of additional instructional materials, resources, and curriculum to address areas of need and learning loss (43% of respondents);

Additional maintenance, repair, and replacement of systems to improve indoor air quality (40% of respondents);

Retention and addition of adequate personnel to support optimal class sizes and to provide for needed academic interventions (34% of respondents);

Expanded social and emotional / mental health services (42% of respondents);

Extended learning opportunities to include after-school tutoring and summer school (28% of respondents).

While focus group discussions with students and parents who self-report as Native American support the findings above, a supportive measure emphasized is adequate training for school leaders, counselors, and teachers to properly address both learning loss and mental health challenges created by the Covid pandemic.

Considering the fact that the southeastern boundary of the USD 404 school district encompasses land that the United States Government has placed in Trust on behalf of the Quapaw Tribe of Oklahoma, representatives of the school district reached out to consult with a director of educational outreach and higher education for the Tribe. Suggestions gleaned from this consultation should be beneficial in providing a positive impact on Native American students who attend our schools.

Suggestions included the following:

Extended learning opportunities to include both after-school tutoring and extended school year (summer school) options for group and on-to-one learning and tutoring. This could include, but not be limited to added instruction in math, reading, writing, and science.

Social emotional / trauma informed support, such as access to added counseling and/or school based therapy.

Continued improvement to Individual Plans of Study to meet the social, academic, and emotional needs of students.

Participation in the Quapaw Nation's Annual Inter-Tribal Competitive Steam Fair (K-12)

Our ESSER plan will take advantage of these suggestions in an effort to best address the needs of our students.

Civil Rights Organization including Disability Rights Organizations

We reached out to the civil rights Disability Rights Center of Kansas to seek feedback regarding suggestions to best meet the needs of our students. The Disability Rights Center of Kansas supports schools in Kansas which are trying to obtain additional educational supports and services to address the loss in learning by students, particularly students with disabilities, due to the covid pandemic. The DRC of Kansas is the officially designated protection and advocacy organization in Kansas for individuals with disabilities. They are a private non-profit which provides legal advocacy services to clients on a variety of disability rights issues, including education issues encountered by students with disabilities. We received responses from Disability Rights Center of Kansas and they offered the following suggestions:

Disabilities often create an additional barrier to making progress. Additional supports and services, such as summer enrichment programs and after school tutoring, are necessary to give students with disabilities a better opportunity to stop the slide in their educational progress due to the pandemic.

Our ESSER plan includes these suggestions based on this feedback to best meet the needs of our students.

Stakeholders representing the interests of children with disabilities, English Learners, children experiencing homelessness, children in foster care, migratory students, children who are incarcerated, and other underserved students

To seek input from parents/guardians and representatives for students with disabilities, English language learners, in foster care and other underserved students, the superintendent and/or his representative made personal contact or sent a direct email explaining the ESSER III application. As part of this correspondence, individuals were asked to participate in a survey in order to provide additional input.

Representatives for children with disabilities, including personnel and parent/guardians of students who are served by the Interlocal 637 Special Education Cooperative that serves students in our school district. Feedback from this group returned the following priorities:

Additional personnel and support for academic intervention. This may include, but not be limited to, improved rates of pay and/or premium pay to attract and retain staff in hard to fill positions.

Additional instructional materials and resources

Extended learning opportunities

We also contacted the Kansas Council on Developmental Disabilities (KCDD), and set up a Zoom meeting. Working in collaboration with them, we came up with a few ideas that we believe will be beneficial for our students with developmental disabilities. In addition to extended learning opportunities such as after-school and summer school, we plan to offer our students a Transitional Fair to assist students with finding employment. We also plan to develop a pamphlet that can be provided at IEP meetings that will provide parents and students with information on available community resources as appropriate.

With respect to English Language Learners, we solicited input from parents/guardians of students as well as the students who are identified as English Language Learners via both personal contact and email. Self and representatives for children who are identified as an English Language Learners (ESOL) identified the following priorities:

Extended learning opportunities such as after-school and summer school programming

Additional personnel and support for academic intervention

Expanded school health office personnel and hours for health, safety, and support of the student body

To address concerns related to students who find themselves in foster care, we again solicited input via both personal contact and email from parents/guardians and representatives. A summary breakdown of their feedback identified the following priorities:

Extended learning opportunities such as after-school and summer school programming

Expanded social and emotional / mental health supports

Additional maintenance, repair, and replacement of systems to improve indoor air quality.

Feedback from students and representatives of students who self-report as "Black or African American" mirrors the priorities identified by the student group as a whole.

Expanded social and emotional support

The need for added instructional materials and resources such as software, textbooks, and curriculum

Additional maintenance, repair, and replacement of systems to improve indoor air quality

We reached out to both the NAACP of Joplin, MO and the Kansas NAACP to seek their feedback on ways we can best use ESSER funds to address the learning needs of minority or underserved students. Neither group elected to respond to our request.

A review of data within our student information system indicates that we do not have any students who qualify as homeless, migrant, or incarcerated.

The administrative team feels it is important to prioritize activities that can be utilized to address the unique needs of low-income children, children with disabilities, racial and ethnic minorities, students in foster care, and students experiencing homelessness. With this in mind, and in reviewing the data listed above, we will prioritize extended learning opportunities, SEL and behavioral supports, and personnel and resources in our plan to address learning loss due to COVID.

Provide the public the opportunity to provide input and take such input into account

We solicited input from our community in several ways. Feedback was provided by building and district level site councils and we also conducted an online community survey to solicit feedback on how ESSER funds should be utilized. Survey results are aligned with our planned expenditures. Respondents were asked to identify priority areas that the school district should consider for investing ESSER monies in order to meet the unique challenges caused by the pandemic. The following were their chosen priorities:

School facility repairs and improvements to enable the safe operation of schools and to reduce the risk of transmission. This includes, but would not be limited to additional maintenance, repair, and replacement of systems to improve indoor air quality such as HVAC systems. (47.7% of respondents)

Added instructional materials and resources, such as software, textbooks, and curriculum. (43.0% of respondents)

Retention and addition of adequate personnel to support optimal class sizes and to provide for needed academic interventions. (40.7% of respondents)

Extended learning opportunities such as summer school and after-school tutoring (39.5% of respondents)

Use of Funds for Learning Loss Set Aside and The Rest of The Allocation

Please briefly describe the impacts of COVID-19 on the district and its Pre-K through 12 students, including any relevant data where possible (e.g., cost impact, learning loss, emotional impact on students). If there has been a disproportionate impact on a special population in the district (e.g., students with disabilities, English Learners, students in foster care, students in poverty, etc.), please describe the impact and provide the number of Pre-K through 12 students in that population.

The loss of learning time has likely had the greatest impact on our school district, especially for students at the lower grade levels. When the Governor made the decision to close schools during the 2019-2020 school year, we lost the last nine weeks of instruction. Many students were left to complete school work on their own or under the supervision of an older sibling, many of whom were in school themselves. While older students seemed to adapt relatively well to the sudden change in their education, younger students were challenged by the change in delivery of instruction. In an effort to address some of the challenges of our most vulnerable students and to meet the needs of special populations we offered summer school during the summer of 2020.

Onsite learning has been a priority for our community during the 2020-2021 and 2021-2022 school years. While we have been successful in our efforts to keep school buildings open, we have experienced a number of individual and small group quarantines that have had an impact on students both academically and emotionally. Our school district traditionally boasts pretty high attendance rates and while we have done well in this area, students who have experienced quarantines or extended absences have expressed great frustration with being held out of school away from their teachers and peers. Survey results indicate that they have suffered an emotional toll during this time. In fact, 46.5% of students report the need for more social, emotional and mental health services. Other indicators of challenges with respect to social emotional learning and the well-being of our students include counselor reported increases in the number of individual, group, and family counseling sessions/interventions and an increase in suicide ideation and referrals for hospitalization.

As previously mentioned, it seems our youngest students have been most impacted academically by the Covid-19 Pandemic. Especially those students who were in first, second, and third grade during the 2019-2020 school year. As the academic demands increase at our upper elementary grades, the loss of the normal school experience during their earlier years when critical skills are acquired continues to have a negative impact on student success. MTSS data suggests that a higher percentage (12%-19%) of these students now require targeted or intensive interventions. While the impact on ELA cannot be overlooked, state assessment data further suggests that mathematics has been most impacted at the lower grade levels. As students progress through middle school and into high school we are being successful in addressing most of the academic needs utilizing after-school, summer school, MTSS, and other evidence based strategies.

We have not seen a disproportionate impact on special populations and believe that the programs we have put in place will effectively address the needs of these students.

How the LEA will use the funds it reserves under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year? (Provide specific references to evidence-based interventions that meet one of the four tiers of evidence, as defined in Sec. 8101(21) of ESEA)

ESSER funds have been tremendously valuable in helping to support our efforts to meet the needs of our students and to address learning loss as a result of the pandemic. These funds will allow us to continue the implementation of both afterschool and summer school programs for our elementary students who have been most impacted by lost instructional time in the Spring of 2020. Further, the funds will provide the ability for us to provide afterschool homework and tutoring assistance at the secondary level. These programs are being aligned with MTSS programs to give assistance on those skills they are missing while using an evidence based best practice. To assist classroom teachers to identify student academic weaknesses, the school district has implemented the use of FastBridge testing throughout the school district. Previous to this, our schools used a variety of testing platforms. The ability to switch all schools to the FastBridge platform provides consistency, a common language, and the ability to implement an MTSS program at the high school level; something we were missing.

Added curriculum and materials have been purchased to provide additional classroom resources and to supplement curriculum and MTSS programming throughout the school district. Examples include Heggerty Phonemic Awareness at the elementary and Amplify at the middle school. These curricular resources meet the state guidelines for structured literacy instruction and are evidence based to address the science of reading.

With respect to staffing, ESSER III funds will provide the district the ability to maintain optimal student to teacher ratios and reduce class size by employing added staff at both the elementary and high school level. In addition to a classroom teacher, the elementary school has been afforded the opportunity to hire an additional Title math para to enhance our ability to address learning loss in the area of mathematics and to assist with small group interventions as part of the elementary MTSS program.

To address social emotional learning and well-being, ESSER funding will provide us the opportunity to increase our collaborative efforts with the community health center to address suicide prevention, maintain an onsite licensed professional therapist to meet trauma induced needs, and to implement the mySAEBERS component of FastBridge to address social-emotional behaviors and to monitor social emotional health and well-being of our students. Likewise, ESSER III funds will provide the school district the ability to provide access to the Employee Assistance Program in partnership with Greenbush.

<https://www.ksde.org/Agency/Division-of-Learning-Services/Special-Education-and-Title-Services/Announcements-Special-Education-and-Title-Services/Best-Practices>

https://www.ksde.org/Portals/0/ECSETS/BestPractices/KSDE_Approved_List_Evidence_Based_Practices_Programs.pdf

<https://ies.ed.gov/ncee/wwc>

<https://eric.ed.gov/>

How the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act?

The school district will continue with programs that were established with earlier funds. In some cases, we will utilize resources to hire or retain staff to address class size and to improve access to instructional opportunities for our most at-risk students and to provide for better social distancing. We will also consider the possibility of securing additional math curriculum as data indicates this as an area of need.

How the LEA will ensure that the interventions it implements, including but not limited to the interventions under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time, will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students disproportionately impacted by the COVID–19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students.

Our school district uses a number of strategies to measure the implementation of interventions. Most recently, we have added FastBridge as a new tool to assess students for learning loss and social-emotional needs. Information gathered from this assessment will supplement data from other sources such as state assessment scores, teacher observation, and surveys to identify local needs.

Allocations

	Direct Allocation	True Up Allocation	Total Allocation		20% Minimum
ESSER III Allocations	\$1,082,253	\$0	\$1,082,253	ESSER III Allocations	\$216,451
Approved Total	\$569,404	\$0	\$569,404	Approved Total	\$186,534
Amount Left	\$512,849	\$0	\$512,849	Amount Still Needed	\$29,917
In Review Total	\$450,000	\$0	\$450,000	In Review Total	\$0
Amount Left	\$62,849	\$0	\$62,849	Amount Still Needed	\$29,917

Line Items

ID	Allocation Type	Learning Loss	Function Code	Object Code	Allowable Use	Total Expenditures	Status
404-3-0006	Direct	False	2600	730	14	\$450,000	Task Force Review
404-3-0007	Direct	True	1000	650	9	\$13,034	Approved
404-3-0008	Direct	False	1000	600	12	\$10,000	Approved
404-3-0009	Direct	False	1000	320	11A	\$6,500	Approved
404-3-0010	Direct	False	2600	300	10	\$2,350	Approved
404-3-0012	Direct	False	1000	200	10	\$3,270	Approved
404-3-0001	Direct	True	1000	110	11A	\$29,000	Approved
404-3-0002	Direct	True	1000	110	11B	\$123,000	Approved
404-3-0003	Direct	True	1000	120	12	\$21,500	Approved
404-3-0004	Direct	False	1000	110	16	\$238,750	Approved
404-3-0005	Direct	False	1000	110	16	\$122,000	Approved

Line Item Details

Line Item ID: 404-3-0006

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

77 2600 730

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

HVAC: We will be improving indoor air quality and efficiency of HVAC systems by replacing an aging and inefficient water-source system with new more reliable air-to-air HVAC systems capable of bringing more fresh air into the classrooms and corridors at the middle and high schools.

Relevant documents such as the completed request form, final drawings and specifications, along with the letters regarding environmental impact and the Kansas Historical Society have been submitted per the requirements of the Prior-Approval Request Form on November 1, 2022. Lori Creason confirmed receipt of the relevant documents on Nov. 2 and indicated that we will be contacted if further information is needed.

Capital improvement approval letter was received from KSDE personnel on Wednesday, March 1, 2023.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$450,000
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$450,000</u>

Status

Task Force Review

Line Item Comment from KSDE

Allowable if meets CDC guidelines.

Line Item ID: 404-3-0007

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account NameESSER III - Supplies - Technology
Related**Account Number**

77 1000 650

Function Code

1000 - Instruction

Object Code

650 - Supplies-Technology Related

Allowable Use

9 - Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students.

Please describe the expenditures within the account and how they will address a COVID-19 need

FastBridge subscription from Illuminate Education. We will use this to collect data on students in both academic and social emotional needs and leverage that data to help staff meet the needs of students who have suffered learning loss as a result of the COVID-19 Pandemic.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$6,517
Budgeted Expenditures in SFY 2024	\$6,517
Total Expenditures	<u>\$13,034</u>

Status

Approved

Line Item ID: 404-3-0008

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III - Supplies and Materials

Account Number

77 1000 600

Function Code

1000 - Instruction

Object Code

600 - SUPPLIES AND MATERIALS

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Please describe the expenditures within the account and how they will address a COVID-19 need

We will be purchasing additional research based math curriculum (Reveal Math) to supplement and enhance materials used at grades 6-8 in order to address learning loss due to Covid.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$4,900
Budgeted Expenditures in SFY 2024	\$5,100
Total Expenditures	<u>\$10,000</u>

Status

Approved

Line Item ID: 404-3-0009

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III - Professional Education Services

Account Number

77 1000 320

Function Code

1000 - Instruction

Object Code

320 - Professional-Education Services

Allowable Use

11A - Planning and implementing summer learning or enrichment programs.

Please describe the expenditures within the account and how they will address a COVID-19 need

Contracting with Greenbush to support student enrichment. In order to address potential learning loss and to address the social emotional learning needs of students. Riverton would like to join the Greenbush Student Enrichment Consortium. The consortium provides all of our students access to personalized programming that can help them grow academically and socially. ?Benefits for our students during the pandemic include: ?Student leadership training opportunities, student enrichment academic programming in all of the STEAM areas, team, building and ropes course opportunities to assist our students develop their collaborative and problem solving skills, as well as access to both in-person and Zoom based enrichment activities. ?This consortium serves to directly impact our students and provides fun, research based opportunities to help our students be successful.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$6,500
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$6,500</u>

Status

Approved

Line Item ID: 404-3-0010

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III - Purchased Professional and Technical S

Account Number

77 2600 300

Function Code

2600 - Operation and Maintenance of Plant Services (All except Transportation)

Object Code

300 - PURCHASED PROFESSIONAL AND TECHNICAL SERVICES

Allowable Use

10 - Providing mental health services and supports.

Please describe the expenditures within the account and how they will address a COVID-19 need

The COVID-19 pandemic illuminated the need for our Operations, Facilities, and Maintenance staff to understand and implement the latest methods and techniques to ensure and preserve safety for all students and staff through our cleaning practices and our environmental compliance and improvement protocols, such as air quality, ventilation, CO2 saturation, and more. To accomplish this, our staff need access to relevant and timely professional development, training, and assistance that is available through a regional consortium. Therefore, as new and important information and practices become available through research and product development, we want our staff to receive this information and training as soon as possible.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$2,350
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$2,350</u>

Status

Approved

Line Item ID: 404-3-0012

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III - Employee Support Benefit

Account Number

77 1000 200

Function Code

1000 - Instruction

Object Code

200 - EMPLOYEE BENEFITS

Allowable Use

10 - Providing mental health services and supports.

Please describe the expenditures within the account and how they will address a COVID-19 need

The COVID 19 Pandemic illuminated the need for our school district to improve our preparedness and response to the social-emotional and mental health needs of our staff. As such, we will partner with Greenbush to provide services and support for all staff through an Employee Assistance Program (EAP). This program is provided at no cost to the employee as the school district will utilize ESSER relief funds to cover the expenses.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$1,610
Budgeted Expenditures in SFY 2024	\$1,660
Total Expenditures	<u>\$3,270</u>

Status

Approved

Line Item ID: 404-3-0001

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III Salaries - Certified

Account Number

77 1000 110

Function Code

1000 - Instruction

Object Code

110 - Regular Certified Salaries

Allowable Use

11A - Planning and implementing summer learning or enrichment programs.

Please describe the expenditures within the account and how they will address a COVID-19 need

The return to regular school operations made evident to teachers and administrators that an alarming number of students were performing below grade level in mathematics and reading. A review of state assessment data demonstrates that the COVID-19 pandemic has had a negative impact on the percentage of students scoring in the bottom category on both the ELA (reading) and mathematics assessments. This is especially true at earlier grade levels and within cohort groups. Most recently we have experienced a 3% increase in the percentage of Free and Reduced Students scoring in the bottom category on reading and a 9.5% percent increase in mathematics. Students with disabilities have demonstrated similar difficulties with a 6% increase scoring in the bottom category on reading and 15% increase on math. Data for African American and Hispanic Students is not reported due to very low populations. Further, teachers and building level administrators have expressed concern regarding the social and emotional health of our students due to frequent absenteeism and occasional quarantines that have resulted in extended time away from peers.

To address this COVID-19 related learning loss, we are planning to offer students an extended learning opportunity throughout the month of June 2023 and, if proceeds allow, June 2024. The summer school program will target Tier II and Tier III students and those students most impacted by learning loss due to pandemic related quarantines/absences using assessment related data (Dibel scores, Star, FastBridge), classroom performance, and teacher recommendation. Many of the students served are students from low income families who may lack many of the at home supports to which their more economically advantaged peers have access. Lessons and activities will be designed to address the individual needs of students in reading and math in small groups while targeting social emotional learning of larger groups. It is anticipated that we will serve approximately 40 students through the summer school program who will meet Monday-Thursday from 8:00-noon for 4 weeks.

Extended learning opportunities such as summer school, after-school programs, and tutoring services were supported by 39.5% of families, 41.1% of staff members, and 28% of tribal members as priority strategies to address learning loss due to COVID-19.

5 certified staff at \$24 per hour x 80 hours 16 hours of instruction and 4 hours of plan per week.

2 non-certified aids at \$14.08/hour x 64 hours

2 bus drivers at \$21 per hours for 32 hours; 2 hours per day, for 4 weeks.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$14,500
Budgeted Expenditures in SFY 2024	\$14,500
Total Expenditures	<u>\$29,000</u>

Status

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 Salaries - Certified

Account Number

77 1000 110

Function Code

1000 - Instruction

Object Code

110 - Regular Certified Salaries

Allowable Use

11B - Planning and implementing supplemental after-school programs.

Please describe the expenditures within the account and how they will address a COVID-19 need

The return to regular school operations made evident to teachers and administrators that an alarming number of students were performing below grade level in mathematics and reading. A review of state assessment data demonstrates that the COVID-19 pandemic has had a negative impact on the percentage of students scoring in the bottom category on both the ELA (reading) and mathematics assessments. This is especially true at earlier grade levels and within cohort groups. Most recently we have experienced a 3% increase in the percentage of Free and Reduced Students scoring in the bottom category on reading and a 9.5% percent increase in mathematics. Students with disabilities have demonstrated similar difficulties with a 6% increase scoring in the bottom category on reading and 15% increase on math. Data for African American and Hispanic Students is not reported due to very low populations. Further, teachers and building level administrators have expressed concern regarding the social and emotional health of our students due to frequent absenteeism and occasional quarantines that have resulted in extended time away from peers.

The after-school program targets those students most impacted by learning loss due to the pandemic using assessment related data (Dibel scores, Star, FastBridge), classroom performance, and teacher recommendation. Many of the students served are students from low income families who may lack many of the at home supports to which their more economically advantaged peers have access. Lessons and activities will be designed to address the individual needs of students in reading and math in small groups while targeting social emotional learning of larger groups. It is anticipated that we will serve approximately 50-60 students through the after school program.

It is important to note that a review of community feedback demonstrates that extended learning opportunities such as summer school, after-school programs, and tutoring services are supported by 39.5% of families, 41.1% of staff members, and 28% of tribal members as priority strategies to address learning loss due to COVID-19.

5 staff at \$24/hour x 240 hours;

4 non-certified aids at \$24.08/hour x 240 hours (aids are earning time and a half dur to overtime)

2 drivers at \$21/hour x 120

Plus Benefits

Budgeted Expenditures in SFY 2021 \$0

Budgeted Expenditures in SFY 2022 \$0

Budgeted Expenditures in SFY 2023 \$61,500

Budgeted Expenditures in SFY 2024 \$61,500

Total Expenditures \$123,000

Status

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 Salaries - Regular Non-certified Salarie

Account Number

77 1000 120

Function Code

1000 - Instruction

Object Code

120 - Regular Non-Certified Salaries

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Please describe the expenditures within the account and how they will address a COVID-19 need

Hiring of half-day paraprofessional to work in our Title Math program to address student learning loss due to Covid. The addition of the 1/2 time title math para is of paramount importance in Riverton Elementary School's goal of helping students overcome learning loss that can be attributed to disruptions of regular school operations and attendance due to the COVID-19 Pandemic. Once we returned to regular school operations, it was evident that an increased number of students were performing below grade level in mathematics. While the addition of this position improves services to all students, it specifically targets those students who are below grade level providing greater access and allowing for 30 minutes of small group math interventions in all grades K-5. Prior to this position, small group numbers were more limited in both size and time allowed. 1 staff member @ \$13/hour x 740 hours plus benefits

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$10,500
Budgeted Expenditures in SFY 2024	\$11,000
Total Expenditures	<u>\$21,500</u>

Status

Approved

Line Item ID: 404-3-0004

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III Salaries - Certified

Account Number

77 1000 110

Function Code

1000 - Instruction

Object Code

110 - Regular Certified Salaries

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Please describe the expenditures within the account and how they will address a COVID-19 need

In order to retain staff in light of the additional duties necessary to implement programs designed to limit learning loss and to create a safe learning environment, the district is providing a premium payment of \$1750 to be paid in November to all licensed and non-licensed personnel.

71 licensed teachers and administrators

54 non-licensed staff (para-professional, custodial, maintenance, bus driver, clerical, and cafeteria staff)

Total = 125 x \$1750 = \$218,750

Plus \$20,000 to account for FICA, FICM, and unemployment

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$238,750
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$238,750</u>

Status

Approved

Line Item ID: 404-3-0005

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III Salaries - Certified

Account Number

77 1000 110

Function Code

1000 - Instruction

Object Code

110 - Regular Certified Salaries

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Please describe the expenditures within the account and how they will address a COVID-19 need

Maintain the employment of one elementary classroom teacher to sustain reduced class size, improve social distancing, and enhance our ability to meet the needs of low-income students, students with disabilities, and to address learning loss due to COVID. Salary + benefits

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$60,000
Budgeted Expenditures in SFY 2024	\$62,000
Total Expenditures	<u>\$122,000</u>

Status

Approved

ESSER III APPLICATION FOR D0419

Status
Approved

KSDE Application Comments

20% - KSDE has not confirmed the ESEA Evidence level for 20% set aside activities. Each district is responsible for documenting the evidence base and verifying that it meets the Evidence Based criteria as defined in ESEA. Please retain a link to the evidence that you are basing this on and which tiers of evidence it meets for future monitoring. Please see this link for more details <https://ies.ed.gov/ncee/wwc/essa>

Current Directory Information

<u>District</u>	<u>Address</u>	<u>Mail Address</u>
Canton-Galva	109 S. Main, Canton, KS 674280317	P.O. Box 317, Canton, KS 674280317
<u>Superintendent Name</u>	<u>Superintendent E-mail Address</u>	<u>Superintendent Phone Number</u>
Jim Struber	struberj@usd419.org	(620) 628-4901

Authorized Representative of the District Information

<u>Name</u>	<u>Position of Title</u>	<u>E-mail Address</u>	<u>Phone Number</u>
Jim Struber	Superintendent	struberj@usd419.org	(620) 628-4901
<u>Other District Representative 1 - Name</u>		<u>Other District Representative 1 - E-mail Address</u>	
Cheryl Boesker		boesker@usd419.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://drive.google.com/file/d/1wfuTfoWSq3N93n6A1LDMJZat9KFML7YJ/view?usp=sharing>

Use of Funds for CDC Guidance

How will the funds be used to implement prevention and mitigation strategies that are, to the greatest extent practicable, consistent with the most recent CDC guidance on reopening schools, in order to continuously and safely open and operate schools for in-person learning?

The ESSER I and ESSER II grant monies for our school district were used for several different, though critical need areas during the COVID-19 pandemic. Our remaining ESSER II monies are still being allocated in these areas during the remainder of this school year and the next (22-23). For instance, we revamped our instructional methods, technology, and software to assist in transitioning to remote or hybrid learning models, if needed. We hired or provided stipends, to existing faculty/staff to facilitate and coordinate educational efforts with remote or quarantined learners. Our calendar was revised last school year (20-21) to allow for additional faculty/staff preparation for possible hybrid/remote teaching environments. We made some minor, needed tweaks to assist us this year. Our school district also purchased PPE supplies – gloves, masks, sanitizer, sanitizing machines, desks, tables, desk/table partitions, other equipment, signage, etc., to allow for students to safely return to school. This past summer, we developed and offered a counseling program for elementary and secondary students, an opportunity for summer school/credit recovery/reading tutorials for our elementary and secondary students, and with ESSER II and ESSER III monies we plan on continuing to offer these programs during the summers of 22, 23, and 24. We are also planning on introducing an after school program at the elementary school to provide student supports starting in the 22-23 school year.

This school year, 2021-22, we hired an at-risk coordinator at the junior/senior high school. ESSER II and ESSER III funding would support this position for three total school years – through the 23-24 school year. Additionally, we made an adjustment to the ESSER II grant to provide our faculty/staff with a retention incentive/premium pay stipend to reflect the extraordinary efforts on their part during this school year with the Delta (and now Omicron) variant causing chaos and uncertainty.

USD 419 would like to utilize our ESSER III funding to impact and improve student learning and to also continue to provide a safe, learning environment. Our school board continues to review our reopening plan monthly, and then making safety decisions as we go based on the data. In September 2021, we applied for and received a KDHE grant to provide student and faculty/staff testing – test to know and test to stay and learn. Also, based on input from the various stakeholders within our school district and community, we will focus our ESSER III funding recommendations for our school district to address potential learning loss due to COVID-19 with existing personnel support and some additional personnel, additional assessment or curricular software purchases, supplementary materials for students and faculty, revisions to our core curriculum – primarily math and reading, improvements to ventilation in some classrooms, workrooms, and offices, additional summer school opportunities for students and/or after school tutorial programs, additional PPE type equipment, possibly support for our continued testing efforts if the KDHE grant is no longer available in 22-23, promotional programs to inform our patrons of our 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

We have student representation in our district site council meetings, and they meet on a regularly scheduled basis. Our site council met on the 9/22/2022 and discussed the ESSER III grant process and provided us with their recommendations and suggestions.

District Site Council Meeting

The ESSER III grant was also discussed by our district site council on the 22 September, and I asked them to consider and provide input on where to spend the grant money:

- Summer learning programs
- After school tutoring programs
- Additional personnel support for academic intervention
- Additional behavior support and interventions
- Additional instructional materials and resources (software, textbooks, curriculum, etc.)
- Expanded outside social and emotional/mental health services

• #1 by far that all agreed on was personnel. We need more staff at both buildings to serve the full needs of our district. From aides/paras to licensed staff so we have at least two teachers per grade. Everyone feels we are not able to serve our students as best as we could when we do not have appropriate staff.

Others were:

- Technology needs: online textbooks, software, technology needs digital, yearbook, etc
- STEAM lab- a dual purpose room that serves as an interactive room for students as well as professional development for staff.
- Outdoor space for learning, collaborating & older CGES student play area.
- Needs of full-time counselor and social worker at both buildings to collaborate and meet all needs of all students
- District promotion efforts with hired consultant

I also met with student council members and student leadership at the junior/senior high school. I asked them the following questions and received the following responses:

1. What's your favorite thing about USD 419?

I like how involved the community is, and how much the students and community care. No matter how big the event, they are still there to show their support.

I like the student to teacher ratio. Feels like family. Smaller class sizes - face to face I get better learning. I like that contact with the teacher.

My favorite thing about USD 419 is the people. The people in this district feel very welcoming. Growing up in Canton Galva since kindergarten I have grown to have a very good relationship with not only my classmates but all the faculty and staff also. I feel that our district is very welcoming. I also feel that our PBL class at Canton-Galva is doing very well for some students, me included. I have only been in this class for this year, and I have been lucky to work with some of the most hard working and caring students. The drive that they have in this class is like no other. I think they all strive in this class because they can pick what they learn. Which is another point that I talk about in the paragraph below.

2. ESSER/Covid/Federal Funds- Are there any changes you'd like to see with how those funds are allocated? Currently the majority are going to curriculum, staffing, summer school/after school programming (22-23 and 23-24).

More staff members – student teacher ratio is still good. More teachers to teach classes. Hope the students are willing to learn. More teachers, maybe more students willing learning to learn.

I think we need more variety of classes. Business or computer classes. It would be nice to have a business teacher at the JSHS.

I think that what we have now is okay, but we can build on what we currently have. For example, we are just getting by with the number of paras we have. Some kids that need paras are going without because we don't have enough to help everyone at the same time. I also think our funds could be used to provide more widespread classes. We could provide a language class (Spanish) maybe, instead of the online classes. Some people may not benefit from online classes like other people do. I personally want to take language classes, but know that it might be hard because I struggle with online classes. We also could start kids out on a path of what they are most interested in at a younger age instead of forcing them to take classes based on their grade level. I feel as though as long as they have all their credits to graduate, they should be able to choose what classes they want to spend their four years studying.

3. What is the most important aspect USD 419 should keep in mind as we use federal funding to help our students?

More electives and class choices, this goes with extra teachers for more variety – business teacher cited. FBLA – organization.

I think the main thing we should remember while funding is that we all have different interests and that we are all different in our own ways. Some people may want to study different things than other people, but if we don't offer things that will help them in their future, they may not be able to strive like they want. Also, we could offer more after school clubs. Some people at our school don't like interacting with sports. I feel as though we could keep them better engaged if they are doing an after-school club of whatever interests them.

Spread out our funding out on what student's needs.

Extracurricular activities.

Teacher lounge cited as a project for teachers (Site Council goal or project) make things more private, cozy for teachers. If we put curtains in the windows of the teachers lounge, more privacy, less stressful for them.

4. Anything else you want me and USD 419 to know?

I think you could find another consistent student leader(s). We need to find more student government leaders with our underclassman.

I think I got all my points across. Thank you for listening to my thoughts, and I hope you take some of the things I say into consideration.

Families

We surveyed our parents in late September/early October 2021. We sent a 'Canton Galva Schools Community Survey', google survey platform, via connect5 messaging to our parents/patrons.

Link to google survey: <https://forms.gle/N2Lx8B1G17D7ZmpY7>

We received 57 responses to this survey. This included open ended responses. The survey was adapted from a survey that a small school district in Western Kansas was able to acquire, and shared with us, and included nine components – 1) affiliation to Canton-Galva District; 2) are you a part of have relationships with any of the stakeholder groups (we received responses from most of the stakeholder groups below in this survey and the faculty/staff and community survey that followed), children/grade levels; 3) rate the importance of investments strategies for summer school, structured educational interventions, after school programs; 4) other investments considered, investment strategies for learning materials (online, core math or ELA, Science, Social Studies); 5) investments in technology (update technology in general, 1:1, internet access); 6) investments in SEL curriculum, parent resources, teacher training, school counselors; 7) investments in other support personnel and teacher retention; 8) investments in operations and facilities; 9) and investments in other support personnel and/or programs.

Summation of overall results of survey:

- 3) Structured educational interventions were indicated by a wide margin as being 'important'/'very important' – more so than summer school or afterschool programs.
- 4) Science, social studies, and core math/ELA curriculum were indicated as being 'important'/'very important', more so than online curriculum.
- 5) 1:1 and updated technology across the district were 'important'/'very important', more so than hotspots.
- 6) Training for teachers and school counselors were indicated by a wide margin as being 'very important'/'important', and parent resources and SEL as 'important'.
- 7) Teacher retention was indicated by a wide margin as being 'very important'/'important', as well as substitute teachers and support for specific programs as being 'important'/'very important'.
- 8). Facilities renovations and enhanced cleaning/ventilation were rated as 'very important'/'important' – this would include updated HVAC systems and air quality.
- 9) STEM programs were rated as 'very important'/'important'.

School and District Administrators including Special Education Administration

McPherson County superintendents and our SPED director/assistant director meet on a regular, monthly basis. COVID planning, preparation, and mitigation programs have been discussed – and they need to be discussed. We have also collaborated with McPherson County Health and have met several times with them, too. Our discussions include the ESSER grant application(s) processes and recommendations for allocations of those resources within the county. We discussed the allocation of these resources to address learning loss, and how the different districts within the county may do this. We also discussed the application of premium pay or retention incentives, as school personnel have adjusted to some very stressful changes in routines and expectations due to the COVID-19 pandemic. Also, as an aside, we have also shared information within the Wheat State League schools on COVID planning, preparation, and mitigation programs – particularly with the testing grant offered by KDHE for school districts – which we applied for and were awarded this school year – September 2021.

Within our district, the information regarding the surveys of parents/patrons, faculty/staff, and community members has been discussed with school and district administrators, and the proposed allocation of the ESSER III grant to the various categories has been discussed and recommendations considered in this grant application. Our school board has also been apprised of the information from the surveys and the suggested recommendations on how to best utilize the ESSER III funds.

Teachers, Principals, School leaders, other Educators, School Staff and their Unions

We also surveyed our faculty/staff in late September/early October 2021. We sent a 'Canton Galva Schools Community Survey', google survey platform, via connect5 message. This survey was identical to the survey sent to parents/patrons (above) though the rationale wording was different to reflect a different audience – district faculty/staff and board members.

Link to google survey: <https://forms.gle/wzKv1sEvfCSLLUx5A>

We received 22 responses to this survey. This included open-ended responses. As mentioned earlier, this survey was adapted from a survey that a small school district in Western Kansas was able to acquire, and share, and included nine components – 1) affiliation to Canton-Galva District; 2) are you a part of have relationships with any of the stakeholder groups (we received responses from most of the stakeholder groups below in this survey and the faculty/staff and community survey that followed), children/grade levels; 3) rate the importance of investments strategies for summer school, structured educational interventions, after school programs; 4) other investments considered, investment strategies for learning materials (online, core math or ELA, Science, Social Studies); 5) investments in technology (update technology in general, 1:1, internet access); 6) investments in SEL curriculum, parent resources, teacher training, school counselors; 7) investments in other support personnel and teacher retention; 8) investments in operations and facilities; 9) and investments in other support personnel and/or programs.

Summation of overall results of survey:

- 3) Structured educational interventions were indicated by a sizable margin as being 'important'/'very important' – more so than summer school or after school programs.
- 4) Science, social studies were indicated by a wide margin as being 'important'/'very important', more so than core math and ELA – though this category was considered by most respondents as being 'most important', much less so for online curriculum.
- 5) Updated technology across the district were 'very important'/'important' by a wide margin followed by 1:1 and then hotspots.
- 6) Training for teachers and school counselors were indicated by a wide margin as being 'very important'/'important', followed by parent resources as being 'important' and then SEL curriculum.
- 7) Teacher retention was indicated by a wide margin as being 'very important'/'important', followed by substitute teachers as being 'very important'/'important' and then additional custodians as being 'important'.
- 8). Facilities renovations was rated as being 'important', followed by enhanced cleaning/ventilation were rated as 'important' – this would include updated HVAC systems and air quality.
- 9) STEM programs were rated by a wide margin as being 'very important'/'important'.

The ESSER III grant was also discussed by our district site council on the 22 September, and I asked them to consider and provide input on where to spend the grant money:

- Summer learning programs
- After school tutoring programs
- Additional personnel support for academic intervention
- Additional behavior support and interventions
- Additional instructional materials and resources (software, textbooks, curriculum, etc.)
- Expanded outside social and emotional/mental health services
- #1 by far that all agreed on was personnel. We need more staff at both buildings to serve the full needs of our district. From aides/paras to licensed staff so we have at least two teachers per grade. Everyone feels we are not able to serve our students as best as we could when we do not have appropriate staff.

Others were:

- Technology needs: online textbooks, software, technology needs digital, yearbook, etc
- STEAM lab- a dual purpose room that serves as an interactive room for students as well as professional development for staff.
- Outdoor space for learning, collaborating & older CGES student play area.
- Needs of full-time counselor and social worker at both buildings to collaborate and meet all needs of all students
- District promotion efforts with hired consultant

Our district patrons were given the opportunity to provide input via surveys sent to community patrons, and we had persons identify as being affiliated with a tribe respond to the survey.

We also ran a Powerschool enrollment summary, and we do not have any students enrolled who identify as Native American. However, our school district has students who have attended and/or graduate Canton-Galva schools and I sought input with one of those graduates. I asked him several questions (below), and I included his responses.

Would you mind answering these questions? This is regarding how we use our ESSER III funds at USD 419. I was hoping for some good feedback from you.

1. What's your favorite thing about USD 419?

I would have to say the small-town schools, the parents and faculty more have a closer relationship. Everyone knows everybody. It is a village-type situation. He is a former Canton Galva student, though moved to McPherson and went to school at St. Joseph and then MMS and MHS and graduated from there. His siblings, brother and sister graduated from Canton-Galva. His father is a nurse, and they have a ministry.

2. ESSER/Covid/Federal Funds- Are there any changes you'd like to see with how those funds are allocated? Currently the majority are going to curriculum, staffing, summer school/after school programming (22-23 and 23-24).

Person being interviewed is currently a local banker. He used to teach in the Haysville school district. We discussed what our proposed plans were for the ESSER III allocation, and he said curriculum and supports for students were very important. We discussed the need for ELA and math curriculum and upgrading this and using ESSER III monies to assist in this. We also discussed how important providing students with assistance and support in the classroom. He also mentioned the importance of infrastructure and making sure you have a strong infrastructure.

3. What is the most important aspect USD 419 should keep in mind as we use federal funding to help our students?

He said this is a tough question. The biggest thing is the communication between the staff and the parents and that relationship. If those relationships are strong, somewhat aligned in terms of the mission, that is a remedy for a lot of problems.

4. Anything else you want me USD 419 to know?

We discussed further his experiences as a teacher in a larger school district and compared this to growing up in a smaller community. He mentioned the rural community where he currently lives – he was a bank president in the Gypsum community - where he currently lives. He talked about his Native American heritage, and how his grandparents came from Texas. He talked about some of the racism his parents and grandparents experienced – like not being able to stay in a hotel. We also talked about banking, inflation, housing, and the overall higher cost of food.

Civil Rights Organization including Disability Rights Organizations

I sought input and received input from the NAACP in Kansas and the Kansas American Civil Liberties Union. I did receive input from the ACLU (see below). I asked them several questions such as how we could become more informed on the needs of diverse groups and students, any training, how the COVID-19 pandemic impacted diverse groups, and what school districts do to be most helpful to diverse students and parents. I hope someone would be willing to answer the following questions:

1. How can USD 419 Canton-Galva become more informed on the needs of diverse groups and students?
2. Do you have any training available? Or know of any good ones?
3. How is the COVID-19 pandemic most impacting diverse groups?
4. What can school districts do to be most helpful to assist diverse students and parents?

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/>). Esmie Tsang

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 patrons were given the opportunity to provide input via surveys which were sent out to the community via Facebook, and our all-call system – Blackboard Connect. We had patrons which were identified as having children with disabilities, foster care, and homelessness. We also reviewed our student records as well to identify students in the specific

categories. Our school district does not have any migratory students, or children who are incarcerated. With this information we were able to set up interviews with patrons who have children with disabilities, children experiencing homelessness, children in foster care, and English learners. They were asked the same set of questions during the interview timeframes:

Would you mind answering these questions? This is regarding how we use our ESSER III funds at USD 419. I was hoping for some good feedback from you.

1. What's your favorite thing about USD 419?
2. ESSER/Covid/Federal Funds- Are there any changes you'd like to see with how those funds are allocated? I outlined what we are proposing spending the ESSER III grant money – curriculum, support personnel, summer/after school programs/counseling, safety supplies, improved ventilation.
3. What is the most important aspect USD 419 should keep in mind as we use federal funding to help our students?
4. Anything else you want us (USD 419) to know?

Children with disabilities

1. What's your favorite thing about USD 419?
 - a. The people, the teachers/staff, good team, easy to work with and come up with solutions, personal connection with our children, an amazing IEP group/team.
2. ESSER/Covid/Federal Funds- Are there any changes you'd like to see with how those funds are allocated? I outlined what we are proposing spending the ESSER III grant money – curriculum, support personnel, summer/after school programs/counseling, safety supplies, improved ventilation.
 - a. Mental health services, therapist, therapy, curriculum, reading curriculum, new curriculum, curriculum geared toward students with special needs, after school program
3. What is the most important aspect USD 419 should keep in mind as we use federal funding to help our students?
 - a. An after-school program so elementary students have a place to go, a child should have a voice, invest in good people, good people are important
4. Anything else you want us (USD 419) to know?
 - a. Classroom support for children with disabilities is important.

English learners

1. What's your favorite thing about USD 419?
 - a. Friends, classroom projects, loves school, loves going to school
2. ESSER/Covid/Federal Funds- Are there any changes you'd like to see with how those funds are allocated? I outlined what we are proposing spending the ESSER III grant money – curriculum, support personnel, summer/after school programs/counseling, safety supplies, improved ventilation.
 - a. Reading and learning English is important, opportunities to learn
3. What is the most important aspect USD 419 should keep in mind as we use federal funding to help our students?
 - a. Opportunities available to learn, keep learning especially in English and Reading
4. Anything else you want us (USD 419) to know?
 - a. I like (his) progress in school, I like how (he) is learning. We like the school. (He) has friends.

Children experiencing homelessness

1. What's your favorite thing about USD 419?
 - a. The students and people in the district. Enjoy the students, great kids (in district)
2. ESSER/Covid/Federal Funds- Are there any changes you'd like to see with how those funds are allocated? I outlined what we are proposing spending the ESSER III grant money – curriculum, support personnel, summer/after school programs/counseling, safety supplies, improved ventilation.
 - a. Patron indicated they felt we were on the right track in how we were proposing to allocate the ESSER III funds.
3. What is the most important aspect USD 419 should keep in mind as we use federal funding to help our students?
 - a. An emphasis on reading, writing and math was important – the ABC's. Students need to be able to read, write, and do math computations. Basic skills are very important.
4. Anything else you want us (USD 419) to know?
 - a. We have great students, this is a great community that cares about our students, there are a lot of hands-on activities for students.

Children in foster care

1. What's your favorite thing about USD 419?

- a. Good teachers, caring teachers, communication, find ways to help them
- 2. ESSER/Covid/Federal Funds- Are there any changes you'd like to see with how those funds are allocated? I outlined what we are proposing spending the ESSER III grant money – curriculum, support personnel, summer/after school programs/counseling, safety supplies, improved ventilation.
 - a. Therapy, counseling, mental health services
- 3. What is the most important aspect USD 419 should keep in mind as we use federal funding to help our students?
 - a. Listen to students, listen to students as they express their feelings, make sure they get what they need to be successful
- 4. Anything else you want us (USD 419) to know?
 - a. Classroom supports, classroom aides, keeping student(s) in the classroom

Other underserved students, I inquired with the Kansas Action for Children. I wrote them a letter for additional information and asked them the following questions:

- 1. How can USD 419 Canton-Galva become more informed on the needs of students and parents during the COVID-19 pandemic?
- 2. What can school districts do to be most helpful to assist students and parents?

I received a reply with rationale and examples from the President of the organization, John Wilson and he provided the following input on these areas:

Early Learning & Child Care and Family Support and Nutrition.

Provide the public the opportunity to provide input and take such input into account

We surveyed our community members in late September/early October 2021. We sent a 'Canton Galva Schools Community Survey', google survey platform, via our district Facebook page. This survey was identical to the survey sent to parents/patrons and faculty/staff/board members (above) though the rationale wording was different to reflect a different audience – community members.

Link to google survey: <https://forms.gle/jVoRTh5rTf4hV2kJA>

We received 3 responses to this survey. This included open-ended responses. As mentioned earlier, this survey was adapted from a survey that a small school district in Western Kansas was able to acquire, and share, and included nine components – 1) affiliation to Canton-Galva District; 2) are you a part of have relationships with any of the stakeholder groups (we received responses from most of the stakeholder groups below in this survey and the faculty/staff and community survey that followed), children/grade levels; 3) rate the importance of investments strategies for summer school, structured educational interventions, after school programs; 4) other investments considered, investment strategies for learning materials (online, core math or ELA, Science, Social Studies); 5) investments in technology (update technology in general, 1:1, internet access); 6) investments in SEL curriculum, parent resources, teacher training, school counselors; 7) investments in other support personnel and teacher retention; 8) investments in operations and facilities; 9) and investments in other support personnel and/or programs.

Summation of overall results of survey:

- 3) Structured educational interventions were indicated by a sizable margin as being 'important'/'very important', after school programs were considered 'important' – more so than summer school.
- 4) Core math and ELA were indicated by a wide margin as being 'very important', more so than Science, social studies – though this category was considered by most respondents as being 'most important', much less so for online curriculum which was considered to be 'somewhat important'.
- 5) Updated technology across the district were 'very important'/'important' followed by 1:1 and then hotspots – and all three being consider 'important'.
- 6) School counselors and SEL curriculum were considered 'important', and Parent Resources and Training for Teachers as being 'very important'/'important'.
- 7) Teacher retention was indicated by a wide margin as being 'very important', followed by substitute teachers and support for specific programs as being 'very important'/'important' and then additional custodians as being 'important'/'very important'.
- 8). Facilities renovations, enhanced cleaning and ventilation was rated as being 'important' and facilities renovations were considered 'important'/'very important'.
- 9) STEM programs and Special Education programs were rated as being 'very important'/'important'.

District Site Council Meeting

The ESSER III grant was also discussed by our district site council on the 22 September, and I asked them to consider and provide input on where to spend the grant money:

- Summer learning programs
 - After school tutoring programs
 - Additional personnel support for academic intervention
 - Additional behavior support and interventions
 - Additional instructional materials and resources (software, textbooks, curriculum, etc.)
 - Expanded outside social and emotional/mental health services
- #1 by far that all agreed on was personnel. We need more staff at both buildings to serve the full needs of our district. From aides/paras to licensed staff so we have at least two teachers per grade. Everyone feels we are not able to serve our students as best as we could when we do not have appropriate staff.

Others were:

- Technology needs: online textbooks, software, technology needs digital, yearbook, etc
- STEAM lab- a dual purpose room that serves as an interactive room for students as well as professional development for staff.
- Outdoor space for learning, collaborating & older CGES student play area.
- Needs of full-time counselor and social worker at both buildings to collaborate and meet all needs of all students
- District promotion efforts with hired consultant

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 had an impact on all USD 419 Canton-Galva students, faculty/staff, and our community as a whole and continues to do so as we move into the 2022 school year, and then finish out the school year. Under the continuous learning plan developed in mid-March 2020 through the end of the school year in late May, our students learned remotely. This caused challenges for both students and our faculty/staff. The accountability for learning for our students was difficult across the board. We transitioned into the 2020-21 school year, with an adjusted calendar to reflect additional training/preparation for remote and/or hybrid learning. We had 8-10 remote learners, and a facilitator at the elementary and elementary and junior high school teachers providing lessons, instruction, guidance via Seesaw, Google classroom, Facebook, etc., As a district, due to the pandemic and a surge of cases, and subsequent quarantines, we transitioned to remote late November 2020 for a two-week period. We also brought the students back to in person learning to finish out that 1st semester.

During the second semester, we were in-person with a couple in class modified quarantine situations that faded away as we progressed through the school year and finished out the 2020-21 school year. We were feeling somewhat optimistic as that school year finished out and we were entering the summer months. As mentioned earlier, though, we had concerns with student absenteeism, apathy, learning loss, etc., stemming from the remote learning during the 'continuous learning plan' timeframe, and when we went remote for a brief time, late November 2020.

We implemented a credit recovery plan/summer school for the junior/senior high school during the summer of 2021 and 12 students were recommended for summer school at the junior/senior high school. Nine students attended, and three of them earned two semester credits, and six students earned one semester credit. Everyone that attended passed at least one course. At the elementary school, we implemented a tutoring program for students in kindergarten, 1st, and 2nd grade and identified for Title One reading services. This was implemented in June 2021. We also had summer school for students K – 6th grade in late July/mid-August. Attendance for both was at 95 percent, and scores across both segments of summer school – post test scores (Aimsweb+) went up an average of 15 percent. With both the summer tutoring and summer school, our teachers taught 55 students, K – 6th grade. We also provided counseling services for students, K – 12th grade, and plan to more fully implement this for our 7th – 12th students during the summer of 2022, with the addition of the school counselor at the junior/senior high assisting with this, during the summer of 2022 – she was unavailable this past summer.

We will continue to hold credit recovery/summer school and counseling sessions for our students, K – 12th during the summer of 2022, 2023, and 2024 with the use of ESSER II and also ESSER III grant money. We will explore the feasibility of after school programs, at both buildings, though staffing (finding staff) for this remains a concern. At the elementary school, they are working on an after school program, and this is addressed by the recommended allocation for this program in our ESSER III grant application. At the secondary level, our at-risk coordinator works with students, 2x-3x a week, after school if they are struggling. We will review that program as well, as we transition into a tiered support system at both the elementary and junior/senior high school.

The COVID-19 pandemic has been more disruptive during the 2021-2022 school year, in terms of contacts and cases leading to quarantines. As mentioned earlier, we applied for, and received a KDHE grant to test students (antigen and PCR), and we have a 'test to know' and 'test to stay and learn' option. Our contacts and case numbers peaked in late September/October 2021. We keep records of cases and contacts and submit this information to the McPherson County Health Department and KDHE. At the start of the new year, 2022, we had to address a surge in COVID cases, especially with the introduction of the Omicron variant, alongside the Delta (and other). Our school board met in special session, twice during mid-January and we called school off a day due to the number of cases and contacts in both buildings. Adjustments were made by the CDC, then KDHE and McPherson County Health regarding quarantining and then contact tracing. Further adjustments or suggested models for districts that have testing programs were recommended in mid-February. Cases and contacts surged in January and then tapered off in February. The Federal mandate on masks for student transportation was lifted in late February and we made adjustments for that, as well. We are uncertain what the 4th nine weeks, summer, or the start of the 22 - 23 school year will bring. I would anticipate a new variant, or variants coming into the picture, and cases/contacts possibly spiking

again in the Fall/Winter 22-23. The ESSER III grant monies would allow for us to prepare for this, and those recommendations are also included our funding requests on how we would allocate the grant money.

USD 419 will continue to focus on addressing learning loss and student safety through the 1) addition of personnel – an at-risk coordinator at JSHS, and salary support(s) for classroom aides. Possibly, too, our COVID nurse – if the KDHE funding lapses after this school year. Also, through personnel, we would pay for additional premium/retention pay for faculty/staff especially if we have another round of stress, uncertainty, changing schedules, extra duties, etc., due to new COVID-19 variants and cases/contacts possibly spiking again in the Fall/Winter 22-23. 1a) Also, to address learning loss – the purchase of curriculum, assessments, and software to support the curriculum– ELA, math, social studies, and science instruction – and also summer school and after school activities. In terms of student safety, we would address some school repairs and improvements – new HVAC units with better filtration at both the elementary and junior/senior high school, and replacing several windows in both buildings to allow for better air circulation and air purification, and the continued purchase of supplies for cleaning, sanitation, and if necessary, to support our COVID-19 testing efforts if our KDHE grant

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 faculty and staff at both buildings noticed that after the return to school in 20-21 that a sizable portion of our students struggled with completing assignments, which impacted their grades. With some of our students, absenteeism and apathy increased. This was after a whole nine weeks plus of 'continuous learning plan' learning where we tried to teach students remotely at home – essentially that last nine weeks of school, of the 2019-20 school year. When we returned to school, August of 20-21, our teachers planned for hybrid and remote learning possibilities and there were numerous COVID-19 safety measures in place at the school too. This undoubtedly caused a lot of stress, tension, anxiety, etc., with both our student population, faculty/staff and parents/patrons. At the end of the 20-21 school year, with ESSER II grant monies we provide tutorial services for K, 1st, and 2nd grade students identified and already receiving Title I reading instruction. We also provided counseling services at the elementary level, and to a limited extent, secondary level during the summer of 2021. Due to a position vacancy, we hired a new junior/senior high counselor in July 2021. Both our elementary student advocate and JSHS counselor will provide the counseling supports during the summer of 2022.

During the 21-22 school year, our school district hired an at-risk interventionist at the junior/senior high school utilizing ESSER II funds. This person will assist students who are struggling with the completion of their assignments. We have a school social worker (student advocate) working full-time at the elementary, and a school counselor working full-time at the junior/senior high school. They also work closely together, as well. We will implement summer enrichment activities again, during the 2022, 2023, and 2024 school year. We are planning on introducing an after-school program at the elementary school, during the 22-23 school year. These opportunities will also be available to all of our students. If a parent requests assistance – academic or counseling, we should be able to provide it. Also, as a district, we have transitioned to the Fastbridge assessment(s) for math, reading and social emotional this school year, 2021-22. We have implemented a tiered support system in both buildings and are planning on working with the Kansas TASN MTSS support system, starting in late March 22, to further refine this process within our school district. The Fastbridge assessments, and then the evaluating of testing data, and then students placed in supports (Tier 2 or 3) will indicate to our elementary and junior high/high school faculty and administration who should be recommended for summer enrichment activities in math, reading, and social emotional support – counseling. The at-risk coordinator and high school counselor can help and provide supports to secondary students during the school year, and this has been extended to support a couple times per week after school is out for students needing assistance. At the elementary school, Tier 2 interventionists/support personnel can provide assistance to students during the school year, and an after-school elementary program can provide further supports. Finally, summer enrichment activities will also include continued student counseling. Both our elementary student advocate and junior/senior high school counselor will offer and provide counseling services to students during the summer of 22, 23, and 24 school years.

We are also actively exploring updates to our district mathematics, ELA, science, and social studies curriculum. We are working on a plan to replace our mathematics and ELA (primarily reading/literature) through two-year planning process. Our teachers in both buildings have been trained in blended learning practices, and they have prepared for the possibility of hybrid or remote learning environments. The purchase of the new curriculum will allow us to teach in-person, though also be able to make a transition – if necessary to those hybrid or remote learning environments.

How the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act?

We will address through some needed school repairs and improvements. We have two older HVAC units at the elementary school that could be replaced with better HEPA filtration. We have several interior classrooms in the high school that would benefit from better air circulation and filtration. ESSER III monies along with capital outlay funds would allow for them to be replaced. In both buildings, we have several windows (12) that need to be replaced to allow for better air flow circulation. We plan on replacing those windows during the 21-22 school year, with ESSER III grant money. Finally, the continued purchase of PPE and supplies for cleaning, sanitation, and air purification filters. Our KDHE COVID testing grant runs through this school year. We are uncertain if it will continue the next school year, or the next. We just don't know. If necessary, ESSER III grant monies could support our COVID-19 testing efforts if our KDHE grant expires after this school year.

How the LEA will ensure that the interventions it implements, including but not limited to the interventions under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time, will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students disproportionately impacted by the COVID-19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students.

We will monitor our academic growth data in both buildings (Fastbridge, assessment scores, etc.). We will also monitor our student's social emotional data (SAEBRS, feedback from CharacterStrong implementation in both buildings). We are planning on introducing new ELA and math curriculums and software in both buildings. We will have started the Kansas TASN MTSS (multi-tiered system of supports) process, and the trainings and professional development will continue in both buildings during the 22-23 school year. This could be a multi-year process. Our teachers will have time to evaluate data and interventions, make and implement plans, and introduce and monitor any adjustments that are needed to make sure this is working for our students – all of our students. This time is embedded in our calendar with early release and in-service dates. We will review our summer and after school programs, as well as the role of our interventionists in both buildings as there will be a diverse variety of students working on disparate, individual skills.

Allocations

	Direct Allocation	True Up Allocation	Total Allocation		20% Minimum
ESSER III Allocations	\$320,917	\$0	\$320,917	ESSER III Allocations	\$64,184
Approved Total	\$290,917	\$0	\$290,917	Approved Total	\$278,967
Amount Left	\$30,000	\$0	\$30,000	Amount Still Needed	\$0
In Review Total	\$30,000	\$0	\$30,000	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
419-3-0010	Direct	False	1000	644	12	\$30,000	Task Force Review
419-3-0013	Direct	True	1000	110	16	\$13,000	Approved
419-3-0014	Direct	True	1000	120	16	\$3,800	Approved
419-3-0015	Direct	True	1000	220	16	\$1,300	Approved
419-3-0016	Direct	True	2100	110	16	\$500	Approved
419-3-0017	Direct	True	2100	120	16	\$14,800	Approved
419-3-0018	Direct	True	2100	220	16	\$100	Approved
419-3-0019	Direct	True	2100	220	16	\$1,200	Approved
419-3-0020	Direct	True	2400	110	16	\$2,000	Approved
419-3-0021	Direct	True	2400	120	16	\$1,500	Approved
419-3-0022	Direct	True	2400	220	16	\$300	Approved
419-3-0023	Direct	False	2600	120	16	\$1,800	Approved
419-3-0024	Direct	False	2600	220	16	\$300	Approved
419-3-0025	Direct	True	2710	120	16	\$1,500	Approved
419-3-0026	Direct	True	2710	220	16	\$400	Approved
419-3-0027	Direct	True	1000	110	11A	\$6,200	Approved
419-3-0028	Direct	True	1000	220	11A	\$500	Approved
419-3-0029	Direct	True	1000	610	11A	\$300	Approved
419-3-0030	Direct	True	1000	110	11B	\$48,600	Approved
419-3-0031	Direct	True	1000	220	11B	\$3,800	Approved
419-3-0032	Direct	True	1000	610	11A	\$600	Approved
419-3-0033	Direct	False	2710	120	11A	\$2,000	Approved
419-3-0034	Direct	True	2710	220	11A	\$150	Approved
419-3-0001	Direct	False	2600	610	7	\$7,850	Approved
419-3-0002	Direct	True	1000	650	9	\$16,417	Approved
419-3-0003	Direct	True	2100	110	10	\$2,800	Approved
419-3-0004	Direct	True	2100	220	10	\$200	Approved
419-3-0005	Direct	True	1000	120	12	\$44,000	Approved
419-3-0006	Direct	True	1000	120	12	\$46,000	Approved
419-3-0007	Direct	True	1000	220	12	\$3,000	Approved

419-3-0008	Direct	True	1000	220	12	\$4,000	Approved
419-3-0009	Direct	True	1000	644	12	\$62,000	Approved

Line Item Details

Line Item ID: 419-3-0010

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 Curriculum/Textbooks

Account Number

07-1000-644-350

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/Textbook Purchases - our school district curriculum committees proposed new ELA and Mathematics curriculum to be purchased in 22-23 and 23-24 to address learning loss among students, including our vulnerable populations. We have already purchased the K-6th ELA and 7th – 12th mathematics curriculum during the 22-23 school year utilizing ESSER III money to assist in the overall purchase. For the upcoming 2023-24 school year, we would like to purchase a prK-6th or K-6th mathematics curriculum (either a Houghton-Mifflin or Savvas Learning Company product) and reallocate the \$ 30,000 in ESSER III money that wasn't approved for capital purchases to assist in the purchase of this curriculum. The school district would assume the remainder of the costs. In analyzing our Fastbridge testing data, it is felt that common, consistent platform across grade levels would allow for fewer gaps, standards-wise. This would allow for us to adopt a consistent, common platform in both the elementary and junior/senior high school. This will ultimately improve assessment scores and assist in addressing learning loss from our COVID experiences in 2020 – 23, and the upcoming 23-24 school year. The updated curriculum would also allow for in-person, hybrid, or remote modes of instruction to be addressed - if need be. The school district would assume the remainder of the costs.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$30,000
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$30,000</u>

Status

Task Force Review

Line Item ID: 419-3-0013

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 Teacher Salaries

Account Number

07-1000-110-350

Function Code

1000 - Instruction

Object Code

110 - Regular Certified Salaries

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Please describe the expenditures within the account and how they will address a COVID-19 need

Retention of Staff Stipend - Certified. This would be a \$ 500.00 stipend per certified staff member for extra or supplemental duties to COVID-19 variant surges (probably in late Fall/Winter) in which certified staff will have adjustment of work schedules, increased/extra duties, and additional work-related stress until the surge of cases abates.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$13,000
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$13,000</u>

Status

Approved

Line Item Comment from KSDE

Please provide a breakdown of staff compensation.

Line Item ID: 419-3-0014

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 Non Cert. Salaries

Account Number

07-1000-120-350

Function Code

1000 - Instruction

Object Code

120 - Regular Non-Certified Salaries

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Please describe the expenditures within the account and how they will address a COVID-19 need

Retention of Staff - Non-Certified. This would be a \$ 300.00 stipend per classified staff member for extra or supplemental duties to COVID-19 variant surges (probably in late Fall/Winter) in which they will have adjustment of daily work schedules, extra duties/work assignments, and additional work-related stress until the surge of cases abates.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$3,800
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$3,800</u>

Status

Approved

Line Item Comment from KSDE

Please provide a breakdown of compensation.

Line Item ID: 419-3-0015

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 Soc. Sec.

Account Number

07-1000-220-350

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

Soc. Sec. - Instruction for the certified and classified retention stipend. This would be for social security taxes that need to be withheld for both certified and classified staff.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$1,300
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$1,300</u>

Status

Approved

Line Item Comment from KSDE

Please clarify which salary specifically this is in relation to.

Line Item ID: 419-3-0016

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 Counselor Salaries

Account Number

07-2100-110-350

Function Code

2100 - Support Services (Students)

Object Code

110 - Regular Certified Salaries

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Please describe the expenditures within the account and how they will address a COVID-19 need

Retention of Staff Stipend - Counselors. This would be a \$500.00 stipend per counselor for 'extra' or supplemental duties to COVID-19 variant surges (probably in late Fall/Winter) where they will have adjustment of work schedules, additional student counseling requests due to stress, extra duties, additional work-related stress - until the surge of cases abates.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$500
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$500</u>

Status

Approved

Line Item Comment from KSDE

Please provide a breakdown of staff compensation.

Line Item ID: 419-3-0017

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 Nurses Salary

Account Number

07-2100-120-350

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 Testing Nurse/Aide Salary

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$7,400**Budgeted Expenditures in SFY 2024** \$7,400**Total Expenditures** \$14,800**Status**

Approved

Line Item Comment from KSDE

Per narrative: "Our KDHE COVID testing grant runs through this school year. We are uncertain if it will continue the next school year, or the next. We just don't know. If necessary, ESSER III grant monies could support our COVID-19 testing efforts if our KDHE grant expires after this school year."

Line Item ID: 419-3-0018

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 Support Staff Soc. Sec.

Account Number

07-2100-220-350

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

Support Staff Soc. Sec. - Counselors/Nurses

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$100**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$100**Status**

Approved

Line Item Comment from KSDE

Please clarify which salary specifically this is in relation to.

Line Item ID: 419-3-0019

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III Support Staff Soc. Sec.

Account Number

07-2100-220-350

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

Support Staff Soc. Sec. - Counselors/Nurses

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$600
Budgeted Expenditures in SFY 2024	\$600
Total Expenditures	<u>\$1,200</u>

Status

Approved

Line Item Comment from KSDE

Please clarify which salary specifically this is in relation to.

Line Item ID: 419-3-0020

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III School Adm. Salaries

Account Number

07-2400-110-350

Function Code

2400 - Support Services (School Administration)

Object Code

110 - Regular Certified Salaries

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Please describe the expenditures within the account and how they will address a COVID-19 need

Retention of Staff Stipend - This would be a \$ 500.00 stipend for building/district administration for 'extra' duties due to COVID-19 variant surges (probably in late Fall/Winter) where we will have adjustment of daily work schedules and extra duties necessary to keeping the building/district open for in-person learning and additional work-related stress until the surge of cases abates.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$2,000
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$2,000</u>

Status

Approved

Line Item Comment from KSDE

Please provide a breakdown of staff compensation.

Line Item ID: 419-3-0021

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 School Sec. Salaries

Account Number

07-2400-120-350

Function Code

2400 - Support Services (School Administration)

Object Code

120 - Regular Non-Certified Salaries

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Please describe the expenditures within the account and how they will address a COVID-19 need

Retention of Staff Stipend - Secretaries. This would be a \$ 300.00 stipend per secretarial staff for extra I duties to COVID-19 variant surges (probably in late Fall/Winter) in which they will have adjustment of daily work schedules, extra duties/work assignments, and additional work-related stress until the surge of cases abates.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$1,500
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$1,500</u>

Status

Approved

Line Item Comment from KSDE

Please provide a breakdown of staff compensation.

Line Item ID: 419-3-0022

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III Soc. Sec.

Account Number

07-2400-220-350

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

Adm. - Soc. Sec.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$300
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$300</u>

Status

Approved

Line Item ID: 419-3-0023

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 Custodian Salaries

Account Number

07-2600-120-350

Function Code

2600 - Operation and Maintenance of Plant Services (All except Transportation)

Object Code

120 - Regular Non-Certified Salaries

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Please describe the expenditures within the account and how they will address a COVID-19 need

Retention of Staff Stipend - Maintenance. This would be a \$ 300.00 stipend per maintenance staff member for extra cleaning duties to COVID-19 variant surges (probably in late Fall/Winter) in which they will have adjustment of daily work schedules, extra duties, varying work assignments, and additional work-related stress until the surge of cases abates.

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	<u>\$1,800</u>

Status

Approved

Line Item Comment from KSDE

Please provide a breakdown of staff compensation.

Line Item ID: 419-3-0024

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 Custodian Soc. Sec.

Account Number

07-2600-220-350

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

Maint. Soc. Sec.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$300
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$300</u>

Status

Approved

Line Item ID: 419-3-0025

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 Bus Driver Salaries

Account Number

07-2710-120-350

Function Code

2710 - Vehicle Operation

Object Code

120 - Regular Non-Certified Salaries

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Please describe the expenditures within the account and how they will address a COVID-19 need

Retention of Staff Stipend - Bus Drivers. This would be a \$ 300.00 stipend per classified (transportation staff) for 'extra' or supplemental duties to COVID-19 variant surges (probably in late Fall/Winter) in which classified staff (transportation staff) will have adjustment of work schedules, extra duties/driving assignments, adjusted or revamped routes, and additional work-related stress until the surge of cases abates.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$1,500
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$1,500</u>

Status

Approved

Line Item Comment from KSDE

Please provide a breakdown of staff compensation.

Line Item ID: 419-3-0026

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 Bus Driver Soc. Sec.

Account Number

07-2710-220-350

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

Bus Driver Soc. Sec.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$400
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$400</u>

Status

Approved

Line Item ID: 419-3-0027

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III Teacher Salaries

Account Number

07-1000-110-350

Function Code

1000 - Instruction

Object Code

110 - Regular Certified Salaries

Allowable Use

11A - Planning and implementing summer learning or enrichment programs.

Please describe the expenditures within the account and how they will address a COVID-19 need

Summer School Salaries to help kids "Catch-up" or maintain Grade level

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$6,200**Total Expenditures** \$6,200**Status**

Approved

Line Item Comment from KSDE

Per narrative: "We will continue to hold credit recovery/summer school and counseling sessions for our students, K – 12th during the summer of 2022, 2023, and 2024 with the use of ESSER II and also ESSER III grant money." "We will review our summer and after school programs, as well as the role of our interventionists in both buildings as there will be a diverse variety of students working on disparate, individual skills."

Line Item ID: 419-3-0028

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 Soc. Sec.

Account Number

07-1000-220-350

Function Code

1000 - Instruction

Object Code

220 - Social Security Contributions

Allowable Use

11A - Planning and implementing summer learning or enrichment programs.

Please describe the expenditures within the account and how they will address a COVID-19 need

Summer School Soc. Sec.

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$500**Total Expenditures** \$500**Status**

Approved

Line Item Comment from KSDE

Per narrative: "We will continue to hold credit recovery/summer school and counseling sessions for our students, K – 12th during the summer of 2022, 2023, and 2024 with the use of ESSER II and also ESSER III grant money." "We will review our summer and after school programs, as well as the role of our interventionists in both buildings as there will be a diverse variety of students working on disparate, individual skills."

Line Item ID: 419-3-0029

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III Teaching Supplies

Account Number

07-1000-610-350

Function Code

1000 - Instruction

Object Code

610 - General Supplies and Materials

Allowable Use

11A - Planning and implementing summer learning or enrichment programs.

Please describe the expenditures within the account and how they will address a COVID-19 need

Summer School Teaching Supplies

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$300**Total Expenditures** \$300**Status**

Approved

Line Item Comment from KSDE

Per narrative: "We will continue to hold credit recovery/summer school and counseling sessions for our students, K – 12th during the summer of 2022, 2023, and 2024 with the use of ESSER II and also ESSER III grant money." "We will review our summer and after school programs, as well as the role of our interventionists in both buildings as there will be a diverse variety of students working on disparate, individual skills."

Line Item ID: 419-3-0030

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 Teacher Salaries

Account Number

07-1000-110-350

Function Code

1000 - Instruction

Object Code

110 - Regular Certified Salaries

Allowable Use

11B - Planning and implementing supplemental after-school programs.

Please describe the expenditures within the account and how they will address a COVID-19 need

After-School Salaries to help kids "Catch-up" or maintain Grade level

The elementary After school program would be held Monday through Friday from 3:35 p.m., until 5:00 p.m. (1.5 hours/day).

Proposed staffing would be up to three staff members (\$ 15.00/hr.), ideally a 10/1 student teacher ratio.

This program would offer structured learning time, activities, and snacks for those students participating in the after-school program.

Budgeted Expenditures in SFY 2021 \$0

Budgeted Expenditures in SFY 2022 \$0

Budgeted Expenditures in SFY 2023 \$24,800

Budgeted Expenditures in SFY 2024 \$23,800

Total Expenditures \$48,600

Status

Approved

Line Item Comment from KSDE

Please provide a breakdown of staff compensation.

Line Item ID: 419-3-0031

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 Soc. Sec.

Account Number

07-1000-220-350

Function Code

1000 - Instruction

Object Code

220 - Social Security Contributions

Allowable Use

11B - Planning and implementing supplemental after-school programs.

Please describe the expenditures within the account and how they will address a COVID-19 need

After-School Soc. Sec.

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$1,900**Budgeted Expenditures in SFY 2024** \$1,900**Total Expenditures** \$3,800**Status**

Approved

Line Item Comment from KSDE

Per narrative: "We are planning on introducing an after-school program at the elementary school, during the 22-23 school year. These opportunities will also be available to all of our students."

Line Item ID: 419-3-0032

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 Teaching Supplies

Account Number

07-1000-610-350

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

After-School Teaching Supplies

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$300**Budgeted Expenditures in SFY 2024** \$300**Total Expenditures** \$600**Status**

Approved

Line Item Comment from KSDE

Per narrative: "We are planning on introducing an after-school program at the elementary school, during the 22-23 school year. These opportunities will also be available to all of our students."

Line Item ID: 419-3-0033

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

Bus Driver Salaries

Account Number

07-2710-120-350

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

Summer School programs are in place to help students "Catch-up" or maintain grade level. These salaries are for bus drivers to bring kids to summer school.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$1,000
Budgeted Expenditures in SFY 2024	\$1,000
Total Expenditures	<u>\$2,000</u>

Status

Approved

Line Item ID: 419-3-0034

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

Bus Driver Social Security

Account Number

06-2710-220-350

Function Code

2710 - Vehicle Operation

Object Code

220 - Social Security Contributions

Allowable Use

11A - Planning and implementing summer learning or enrichment programs.

Please describe the expenditures within the account and how they will address a COVID-19 need

Bus Driver Soc. Security for Summer School Transportation.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$75
Budgeted Expenditures in SFY 2024	\$75
Total Expenditures	<u>\$150</u>

Status

Approved

Line Item ID: 419-3-0001

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 Maint. Supplies

Account Number

07-2600-610-350

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

Facemasks/PPE, Testing Supplies to help prevent the spread of COVID

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$5,850**Budgeted Expenditures in SFY 2024** \$2,000**Total Expenditures** \$7,850**Status**

Approved

Line Item Comment from KSDE

Per narrative: "Finally, the continued purchase of PPE and supplies for cleaning, sanitation, and air purification filters. Our KDHE COVID testing grant runs through this school year. We are uncertain if it will continue the next school year, or the next. We just don't know. If necessary, ESSER III grant monies could support our COVID-19 testing efforts if our KDHE grant expires after this school year."

Line Item ID: 419-3-0002

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

07-1000-650-350

Function Code

1000 - Instruction

Object Code

650 - Supplies-Technology Related

Allowable Use

9 - Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students.

Please describe the expenditures within the account and how they will address a COVID-19 need

Technology Purchases - assist with the whole or partial purchase (along with district funds) of educational software such as Seesaw, Odysseyware, Studies Weekly, Moby Max, Lexia5 for our students. This software can be used for in-person, hybrid, remote learning, credit recovery - if need be.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$8,200
Budgeted Expenditures in SFY 2024	\$8,217
Total Expenditures	<u>\$16,417</u>

Status

Approved

Line Item Comment from KSDE

4/6/22 - Please clarify which software will be purchased as well as the relationship to Covid-10 learning loss

Please list or describe planned purchases.

Line Item ID: 419-3-0003

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 Counselor Salaries

Account Number

07-2100-110-350

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

Counselor Salaries for Summer Counseling Services

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$1,400**Budgeted Expenditures in SFY 2024** \$1,400**Total Expenditures** \$2,800**Status**

Approved

Line Item Comment from KSDE

Per Narrative: "Finally, summer enrichment activities will also include continued student counseling. Both our elementary student advocate and junior/senior high school counselor will offer and provide counseling services to students during the summer of 22, 23, and 24 school years."

Line Item ID: 419-3-0004

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 Soc. Sec.

Account Number

07-2100-220-350

Function Code

2100 - Support Services (Students)

Object Code

220 - Social Security Contributions

Allowable Use

10 - Providing mental health services and supports.

Please describe the expenditures within the account and how they will address a COVID-19 need

Summer Counselor Soc. Sec.

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$100**Budgeted Expenditures in SFY 2024** \$100**Total Expenditures** \$200**Status**

Approved

Line Item Comment from KSDE

Per narrative: "Finally, summer enrichment activities will also include continued student counseling. Both our elementary student advocate and junior/senior high school counselor will offer and provide counseling services to students during the summer of 22, 23, and 24 school years."

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III Non Cert. Salaries

Account Number

07-1000-120-350

Function Code

1000 - Instruction

Object Code

120 - Regular Non-Certified Salaries

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Please describe the expenditures within the account and how they will address a COVID-19 need

At-Risk Coordinator to help student "Catch-up" or maintain grade level

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$22,000
Budgeted Expenditures in SFY 2024	\$22,000
Total Expenditures	<u>\$44,000</u>

Status

Approved

Line Item Comment from KSDE

Per narrative: "The at-risk coordinator and high school counselor can help and provide supports to secondary students during the school year, and this has been extended to support a couple times per week after school is out for students needing assistance."

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III Non Cert. Salaries

Account Number

07-1000-120-350

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

Tier 2 Interventionist(s) at the elementary school will provided tiered supports, daily, to elementary students during the school year, that will address learning loss amongst students, including vulnerable populations.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$23,000
Budgeted Expenditures in SFY 2024	\$23,000
Total Expenditures	<u>\$46,000</u>

Status

Approved

Line Item Comment from KSDE

Please provide a breakdown of staff compensation.

Line Item ID: 419-3-0007

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III Soc. Sec.

Account Number

07-1000-220-350

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

Soc. Sec. for At-Risk Coordinator

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$1,500**Budgeted Expenditures in SFY 2024** \$1,500**Total Expenditures** \$3,000**Status**

Approved

Line Item Comment from KSDE

Per narrative: "At the elementary school, Tier 2 interventionists/support personnel can provide assistance to students during the school year, and an after-school elementary program can provide further supports."

Line Item ID: 419-3-0008

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 Soc. Sec.

Account Number

07-1000-220-350

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

Soc. Sec. for Aides/Interventionist

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$2,000**Budgeted Expenditures in SFY 2024** \$2,000**Total Expenditures** \$4,000**Status**

Approved

Line Item Comment from KSDE

Per narrative: "At the elementary school, Tier 2 interventionists/support personnel can provide assistance to students during the school year, and an after-school elementary program can provide further supports."

Allocation Type

Direct Allocation

Is this Item 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/Textbooks

Account Number

07-1000-644-350

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/Textbook Purchases - our school district curriculum committees have proposed new ELA and Mathematics curriculum to be purchased in 22-23 and 23-24 to address learning loss among students, including our vulnerable populations. Our plan would be to adopt a consistent, common curriculum platform, versus what we are currently using in the elementary and junior/senior high school. In analyzing our testing data, it is felt that a consistent platform across grade levels would allow for fewer gaps - standards-wise and ultimately improve assessment scores and assist in address learning loss from our COVID experiences in 2020, 2021, and this school year, as well.

For the upcoming school year, 2022-23, for the ELA platform we are planning to adopt Houghton-Mifflin's 'Into the Reading' series, K-6. This will allow us to have a unified curricular platform from kindergarten through 6th grade. The updated curriculum would allow for in-person, hybrid, and remote modes of instruction to be addressed - if need be. We will be using the same approach for the 7th - 12th grade mathematics and adopting textbooks and textbooks series from the same publisher - Savvas Learning Company.

We would adopt a similar approach for elementary mathematics and the junior/senior high ELA materials in 23-24 - a consistent, common circular platform.

We are going to purchase K-6 ELA and 7-12 mathematics curriculum this year, together roughly @ 60,000 total. The budgeted expenditures for SFY 2022 would account for 58 % of the cost. In 23-24 we would propose purchasing 7-12 ELA (grammar and literature), and K-6 mathematics. I would anticipate similar costs - collectively \$ 55-60,000, where the budgeted expenditures for SFY 2023 would account for 45-49% of the cost. The school district would assume the remainder of the costs.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$35,000
Budgeted Expenditures in SFY 2023	\$27,000
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$62,000</u>

Status

Approved

Line Item Comment from KSDE

4/6/22 Please supply the specific curriculum and it's relation to addressing learning loss as it is related to Covid-19.

Please list or describe curriculum to be purchased.

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

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

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

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	\$24,331	\$0	\$24,331	In Review Total	\$0
Amount Left	\$206,473	\$0	\$206,473	Amount Still Needed	\$0

Line Items

ID	Allocation Type	Learning Loss	Function Code	Object Code	Allowable Use	Total Expenditures	Status
420-3-0049	Direct	False	1000	730	14	\$24,331	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

Line Item Details

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.

Budgeted Expenditures in SFY 2021	\$0
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Budgeted Expenditures in SFY 2022	\$0
--	-----

Budgeted Expenditures in SFY 2023	\$24,331
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Budgeted Expenditures in SFY 2024	\$0
--	-----

Total Expenditures	<u>\$24,331</u>
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Status

Task Force Review

Line Item Comment from KSDE

This is not an allowable use of ESSER funds.

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)

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$32,000
Budgeted Expenditures in SFY 2023	\$32,000
Budgeted Expenditures in SFY 2024	\$32,000
Total Expenditures	\$96,000

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)

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$1,010
Budgeted Expenditures in SFY 2023	\$1,010
Budgeted Expenditures in SFY 2024	\$1,010
Total Expenditures	\$3,030

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)

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$2,526
Budgeted Expenditures in SFY 2023	\$2,526
Budgeted Expenditures in SFY 2024	\$2,526
Total Expenditures	<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)

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$24,000
Budgeted Expenditures in SFY 2023	\$24,000
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<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)

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$1,836
Budgeted Expenditures in SFY 2023	\$1,836
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$3,672</u>

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.

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	<u>\$15,000</u>

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

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	<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.

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	<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	<u>\$7,650</u>

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 & 2023-24 / implement social emotional curriculum & 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	<u>\$100,000</u>

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.

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	<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.

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	<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

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$16,875**Budgeted Expenditures in SFY 2023** \$16,875**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$33,750**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.

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: 420-3-0015

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.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$1,291
Budgeted Expenditures in SFY 2023	\$1,291
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<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)

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$38,200
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<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.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$3,300
Budgeted Expenditures in SFY 2023	\$0
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<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.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$9,300
Budgeted Expenditures in SFY 2023	\$0
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<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.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$1,469
Budgeted Expenditures in SFY 2023	\$1,469
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	\$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.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$5,000
Budgeted Expenditures in SFY 2023	\$5,000
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	\$10,000

Status

Approved

Line Item 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)

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	<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).

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$45,000
Budgeted Expenditures in SFY 2023	\$45,000
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<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	<u>\$13,148</u>

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	<u>\$6,886</u>

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.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$39,200
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<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.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$2,999
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<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.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$14,000
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<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.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$1,071
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<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.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$30,800
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<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.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$2,357
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<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.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$5,600
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<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.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$429
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<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.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$9,800
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<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.

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	<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.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$9,800
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<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.

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	<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.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$11,200
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<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.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$857
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<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.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$22,400
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<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.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$1,714
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<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.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$14,000
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<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.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$1,071
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<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.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$40,600
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<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.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$3,106
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<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

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

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 student 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	\$1,003,983	\$0	\$1,003,983	Approved Total	\$743,734
Amount Left	\$363,987	\$0	\$363,987	Amount Still Needed	\$0
In Review Total	\$127,987	\$0	\$127,987	In Review Total	\$0
Amount Left	\$236,000	\$0	\$236,000	Amount Still Needed	\$0

Line Items

ID	Allocation Type	Learning Loss	Function Code	Object Code	Allowable Use	Total Expenditures	Status
434-3-0015	Direct	False	2212	322	12	\$76,790	Task Force Review
434-3-0017	Direct	False	2212	322	12	\$51,197	Task Force Review
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

Line Item Details

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 Code2212 - Instruction and Curriculum
Development Services**Object Code**

322 - Instructional Services

Allowable Use12 - Addressing learning loss among
students, including vulnerable
populations.**Please describe the expenditures within the account and how they will address a COVID-19 need**

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.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$15,000
Budgeted Expenditures in SFY 2023	\$61,790
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$76,790</u>

Status

Task Force Review

Line Item Comment from KSDE

Change Request: Previously approved for \$15,000 SFY 2022 and \$112,000 SFY 2023 (Total \$127,000)

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 Code2212 - Instruction and Curriculum
Development Services**Object Code**

322 - Instructional Services

Allowable Use12 - Addressing learning loss among
students, including vulnerable
populations.**Please describe the expenditures within the account and how they will address a COVID-19 need**

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.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$51,197
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$51,197</u>

Status

Task Force Review

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 & Cares Funds

Account Number

07

Function Code2212 - Instruction and Curriculum
Development Services**Object Code**

322 - Instructional Services

Allowable Use12 - Addressing learning loss among
students, including vulnerable
populations.**Please describe the expenditures within the account and how they will address a COVID-19 need**

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.

Budgeted Expenditures in SFY 2021	\$900
Budgeted Expenditures in SFY 2022	\$4,400
Budgeted Expenditures in SFY 2023	\$4,400
Budgeted Expenditures in SFY 2024	\$4,400
Total Expenditures	<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 & Cares Funds

Account Number

07

Function Code2212 - Instruction and Curriculum
Development Services**Object Code**

322 - Instructional Services

Allowable Use12 - Addressing learning loss among
students, including vulnerable
populations.**Please describe the expenditures within the account and how they will address a COVID-19 need**

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.

Budgeted Expenditures in SFY 2021	\$5,700
Budgeted Expenditures in SFY 2022	\$6,563
Budgeted Expenditures in SFY 2023	\$0
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<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 & Cares Funds

Account Number

07

Function Code2212 - Instruction and Curriculum
Development Services**Object Code**

322 - Instructional Services

Allowable Use12 - Addressing learning loss among
students, including vulnerable
populations.**Please describe the expenditures within the account and how they will address a COVID-19 need**

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.

Budgeted Expenditures in SFY 2021	\$327
Budgeted Expenditures in SFY 2022	\$813
Budgeted Expenditures in SFY 2023	\$16,265
Budgeted Expenditures in SFY 2024	\$6,000
Total Expenditures	<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 & Cares Funds

Account Number

07

Function Code2212 - Instruction and Curriculum
Development Services**Object Code**

322 - Instructional Services

Allowable Use12 - Addressing learning loss among
students, including vulnerable
populations.**Please describe the expenditures within the account and how they will address a COVID-19 need**

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.

Budgeted Expenditures in SFY 2021	\$1,416
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$980
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<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 & Cares Funds

Account Number

07

Function Code2212 - Instruction and Curriculum
Development Services**Object Code**

322 - Instructional Services

Allowable Use12 - Addressing learning loss among
students, including vulnerable
populations.**Please describe the expenditures within the account and how they will address a COVID-19 need**

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.

Budgeted Expenditures in SFY 2021	\$1,480
Budgeted Expenditures in SFY 2022	\$1,725
Budgeted Expenditures in SFY 2023	\$1,725
Budgeted Expenditures in SFY 2024	\$1,725
Total Expenditures	<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 & Cares Funds

Account Number

07

Function Code2212 - Instruction and Curriculum
Development Services**Object Code**

322 - Instructional Services

Allowable Use12 - Addressing learning loss among
students, including vulnerable
populations.**Please describe the expenditures within the account and how they will address a COVID-19 need**

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.

Budgeted Expenditures in SFY 2021	\$450
Budgeted Expenditures in SFY 2022	\$450
Budgeted Expenditures in SFY 2023	\$450
Budgeted Expenditures in SFY 2024	\$450
Total Expenditures	<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 & Cares Funds

Account Number

07

Function Code2212 - Instruction and Curriculum
Development Services**Object Code**

322 - Instructional Services

Allowable Use12 - Addressing learning loss among
students, including vulnerable
populations.**Please describe the expenditures within the account and how they will address a COVID-19 need**

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.

Budgeted Expenditures in SFY 2021	\$1,392
Budgeted Expenditures in SFY 2022	\$1,392
Budgeted Expenditures in SFY 2023	\$1,392
Budgeted Expenditures in SFY 2024	\$1,392
Total Expenditures	<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 & 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.

Budgeted Expenditures in SFY 2021	\$20,000
Budgeted Expenditures in SFY 2022	\$20,000
Budgeted Expenditures in SFY 2023	\$15,000
Budgeted Expenditures in SFY 2024	\$10,000
Total Expenditures	<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 & Cares Funds

Account Number

07

Function Code2212 - Instruction and Curriculum
Development Services**Object Code**

322 - Instructional Services

Allowable Use12 - Addressing learning loss among
students, including vulnerable
populations.**Please describe the expenditures within the account and how they will address a COVID-19 need**

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.

Budgeted Expenditures in SFY 2021	\$19,000
Budgeted Expenditures in SFY 2022	\$12,100
Budgeted Expenditures in SFY 2023	\$7,000
Budgeted Expenditures in SFY 2024	\$7,000
Total Expenditures	<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 & 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.

Budgeted Expenditures in SFY 2021	\$0
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Budgeted Expenditures in SFY 2022	\$0
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Budgeted Expenditures in SFY 2023	\$286,115
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Budgeted Expenditures in SFY 2024	\$300,000
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Total Expenditures	\$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 & 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

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$48,500
Budgeted Expenditures in SFY 2023	\$48,500
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<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 & 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.

Budgeted Expenditures in SFY 2021	\$0
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Budgeted Expenditures in SFY 2022	\$0
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Budgeted Expenditures in SFY 2023	\$46,581
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Budgeted Expenditures in SFY 2024	\$0
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Total Expenditures	<u>\$46,581</u>
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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 & 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.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$98,000
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$98,000</u>

Status

Approved

Line Item Comment from KSDE

Allowable if meets CDC guidelines.

ESSER III APPLICATION FOR D0443

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>
Dodge City	2112 N First Ave, Dodge City, KS 67801	PO Box 460, Dodge City, KS 678010460
<u>Superintendent Name</u>	<u>Superintendent E-mail Address</u>	<u>Superintendent Phone Number</u>
Fred Dierksen	dierksen.fred@usd443.org	(620) 371-1070

Authorized Representative of the District Information

<u>Name</u>	<u>Position of Title</u>	<u>E-mail Address</u>	<u>Phone Number</u>
Simeon Russell	Exe. Director of Business and Finance	russell.simeon@usd443.org	(620) 371-1013

<u>Other District Representative 1 - Name</u>	<u>Other District Representative 1 - E-mail Address</u>
Barbara Norton	norton.barbara@usd443.org

<u>Other District Representative 2 - Name</u>	<u>Other District Representative 2 - E-mail Address</u>
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Plan for Safe Return

Please paste a direct link of your school district's safe return plan that is posted on your website.

https://www.usd443.org/572354_3

Use of Funds for CDC Guidance

How will the funds be used to implement prevention and mitigation strategies that are, to the greatest extent practicable, consistent with the most recent CDC guidance on reopening schools, in order to continuously and safely open and operate schools for in-person learning?

Dodge City USD 443 will continue to follow CDC Guidance for COVID and minimize the spread. We will continue to utilize the PPE supplies and protocols as the guidance demands and continue some of the classroom/lunchroom practices that were implemented. The district COVID Operations Plan is posted on the USD 443 website for staff, community and parents to view and is updated as needs arise. The COVID Operations Plan will be paused on our website as of June 1 and based on community/district needs it will be opened back up as needed. Resources for staff, parents and families are still available. We believe the best way to address learning loss and to close the achievement gap for our students in literacy is to be in school face to face and to invest in the knowledge and applications of effective instructional practices of our staff.

Stakeholder Engagement

Engaging in Meaningful Consultation with Stakeholders (Please describe the ways you meaningfully consulted with each group listed below as part of the development of the district ESSER III Plan)

Students

In developing our ESSER III plan, we created and submitted a survey that went out to students and student Council Representatives from our secondary schools to determine their highest levels of need for pandemic related instruction and support. Administration discussed with these groups what they felt were the most serious needs and the feedback we received showed the following information due to the pandemic and loss of learning. On the survey ranking from very important to not important 67% ranked additional support staff to support learning in the classroom as very important, 78% ranked needing additional personnel for behavior issues as very important and 71% ranked we needed additional instructional materials as very important

With the ESSER III funds, USD 443 will add the following staff to support learning in the classroom and provide additional support staff. As we move forward to the 22-23 school year, our district is implementing five new positions. We will hire three new Instructional Coaches at the secondary levels to help with classroom curriculum, modeling and academic support. One new ESOL Instructional Coach to give additional support for instruction and ESOL academic intervention. Lastly, one Academic Interventionist/Professional Development Coordinator who will work closely with all instructional coaches and the Deputy Superintendent for Curriculum and Instruction to ensure our teachers have the necessary training to be successful in the classroom.

Families

All families in our district were given the opportunity to give their feedback/ideas thru a survey and or meaningful conversations held with community, businesses, and parents, School Site Councils met in person as well as Building Leadership Teams, which include family, community and staff.

The feedback from families provided us with information that families feel the greatest needs are for additional mental health services for behavior issues and more help with their children in this area. Additional support staff for the classroom, summer learning and or tutoring to help with learning loss for struggling students. USD 443 will continue to communicate with families and work with them to ensure that we are providing the needed help and support to make sure our students have the support they need to continue to improve academically.

School and District Administrators including Special Education Administration

Our district administration and Special Education have met throughout the year and held discussions on the learning loss due to the pandemic and how to utilize the ESSER funds in the most efficient way. A work session for all admin, building leaders and special education admin was held to brainstorm a list of ideas/concerns that our district faces and this list was prioritized in order to determine the most need.

Our district administrators update our Board of Education with the information and design for our district plan. Communication with district administrators will continue throughout the process of the ESSER grant funds.

Teachers, Principals, School leaders, other Educators, School Staff and their Unions

Principals discussed the ESSER III Survey that was given to all teachers in their buildings and then asked them to participate in the survey to gather their opinions and suggestions. Further discussion with teachers was held during Building Leadership Team meetings and Site Council meetings during the school year.

Also, throughout the school year ESSER funding has been discussed at administrative meetings, principal meeting, School Board of Education meetings, school PLC meetings, staff from transportation, maintenance, nutrition have all been included to gather ideas for the use of ESSER funds to give the greatest impact to our district. Recommendations for needs have been submitted and categorized with the KSDE qualifier number to organize the list to go from the greatest need to the least. The input from all of these groups will be taken into consideration when finalizing our ESSER III plan.

USD 443 Admin have met with the teacher union several times in negotiations and discussed the ESSER III plans with them. Some of the items on our ESSER III plan have been ratified by the union for approval pending approval from KSDE for our application.

Tribes

USD 443 does not have any active Native American organizations in our boundaries. Contact was made to the city of Dodge City to verify this. We do however have families/students who have identified themselves as Native American in our Student Information System. After reviewing these numbers it was determined, that most of these families are native to Guatemala and therefore they do not have any active tribes in our area as well. We did however send out a survey to families of Native American ethnic in our district to get their feedback on what the most important area they felt needed attention due to the pandemic and their response was that students needed more instructional materials and resources such as textbooks, curriculum and software and additional support for mental health services.

Civil Rights Organization including Disability Rights Organizations

USD 443 strives to work with Civil Rights Organizations and Disability Rights Organizations in our community. During the community survey, we asked recipients to mark if they were members of a civil rights or disability organization so we could gather information from them in response to Covid 19 and how it has affected learning loss in our district. We had 89 responses from this demographic and 70% said that expanding support for mental health services was very important to them and 56% said providing additional support staff for learning and additional support staff for behavior issues was very important to them.

Contact was made to the following organizations to request feedback from them: KS Human Rights Commission/Dodge City Office, United Way of Dodge City, DACA, City of Dodge City and Dodge City LULAC.

Stakeholders representing the interests of children with disabilities, English Learners, children experiencing homelessness, children in foster care, migratory students, children who are incarcerated, and other underserved students

All of these areas were identified in our district survey with responses from each area. For students with disabilities and ELL students the highest concern for parents is for more staff in the classroom followed by mental health support. Homeless children and families stated more instructional materials and resources were needed for them and technology they could use while not in school. Migrant families stated more staff in the classroom followed by mental health support and summer/tutoring services. Families of incarcerated students reported that expanded mental health support was highly needed and more support for learning.

School Staff and Admin will continue to meet with parents of these students as an ongoing need during the school year and subsequent years to keep communication open and address needs as they arrive.

Provide the public the opportunity to provide input and take such input into account

USD 443's ESSER survey was available to anyone in the community. It was dispersed to students, parents, businesses, social media, Dodge City Daily Globe paper, churches and on our district website. We tried very hard to make sure all areas were given the opportunity to have access to the survey and give their feedback. Administrative staff made contact with area groups to bring them information such as Ambucs, Rotary Clubs, YMCA, Student STUCO groups. Discussion or updates were held at our monthly Board of Education meetings as needed; these meetings are recorded and aired on Channel 8 for public viewing and are open to the public to attend. At the Board of Education meetings, we do offer a time for visitors to make public comments and share their ideas. All survey results were reviewed and accounted for.

Use of Funds for Learning Loss Set Aside and The Rest of The Allocation

Please briefly describe the impacts of COVID-19 on the district and its Pre-K through 12 students, including any relevant data where possible (e.g., cost impact, learning loss, emotional impact on students). If there has been a disproportionate impact on a special population in the district (e.g., students with disabilities, English Learners, students in foster care, students in poverty, etc.), please describe the impact and provide the number of Pre-K through 12 students in that population.

During the school year 2021-22, with safety measures and precautions in place we were able to successfully hold classes face to face the entire school year for K-12th grades, which is a favorable impact on the students. We were able to provide technology needed for students to attend classes remotely if they couldn't attend face to face due to quarantine, illness etc., which is also a favorable impact on students, by giving them the opportunity to stay current in their classes and not miss valuable instruction time. We were also able to address the learning gaps with progress monitoring using FastBridge and EduClimber. While we were fortunate enough to provide "face to face" learning through the entire year, we did have many interruptions due to illness and quarantine procedures of both teachers and students. This not only affected all of our students, but also disproportionately affected our large population of English learners and students in poverty.

How the LEA will use the funds it reserves under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year? (Provide specific references to evidence-based interventions that meet one of the four tiers of evidence, as defined in Sec. 8101(21) of ESEA)

USD 443 will continue to use evidenced based practices for the loss of learning due to COVID. After school Exito Program for our ELL students, Title 1 Reading and Math Support will continue for grades K-8th grade in our Title 1 School Wide Elementary and Middle Schools. USD 443 is working to build the instruction capacity of our teachers so they can better support the students and address learning loss so the time with students is targeted and intentional. We are focusing on quality of time vs quantity to make sure every minute of the day counts. As we improve quality and do some of the summer Prof Dev- we are able to pull the Prof Dev from the school year and increase instructional days. We have adopted the research based Tiered Protocol list for ELA and Math which is research based and standard approved. In doing this, we are offering LETRS training, Dyslexia training, SEL and Trauma Informed training. We are adding 4 Instructional Coaches to our staff to bring additional guidance for new teachers and current teachers to give additional technical support in instruction, ESOL and Academic Interventions. We also propose the addition of one extra hour per week after school for teachers to collaborate, train together and work on PLC's in their buildings.

How the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act?

Due to Covid and the loss of learning USD 443 will use ESSER III funds to provide collaborative incentive pay for certified staff for one additional hour per week for teachers to collaborate, plan and receive professional development. We feel this will give the teachers additional professional development time, planning with their peers and PLC time to strengthen their teaching skills without taking away time from the classroom with their students. We are paying the salary and costs of our Exito Program, which is an out of school project serving at risk students struggling with academic and cultural adaptation. It is a STEAM centered program. We are adding 4 new instructional coaches to our team of coaches already in place, two at our middle schools, one at our high school level and one ESOL coach. We are also adding an Academic Interventionist/Professional Development Coordinator to provide Professional Development and Instruction to support teacher growth and efficiency. We will continue to pay for Internet hotspots for students and families who struggle to provide this for their homes. In addition, we will provide a retention pay to staff to retain staff so we have experienced staff employed to support our students.

How the LEA will ensure that the interventions it implements, including but not limited to the interventions under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time, will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students disproportionately impacted by the COVID-19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students.

USD 443 will use FastBridge data to measure student growth. With FastBridge, we have screeners three times per year and we do progress monitoring on all students who are below target. We have Tier II and III interventions and we ensure ALL students get solid Tier I instruction. We will provide targeted language intervention for our ELL students. We will work with our Behavior Team to monitor students struggling with social and emotional issues.

All district staff are trained in the PLC research, models and deployment of the structures. In addition we utilize a multitude of data points both academic, behavioral and perceptual. All of these data points are measured multiple times a year and correlated to the District Strategic Action Plan. We have created a Progress Monitoring schedule that overlays the annual academic calendar. In this we have specific dates we screen/diagnose and in between these dates we have regular progress monitoring dates. Our staff tracks individual students progress in their academic and behavioral growth. In addition, we utilize the PLC structures for leveraging collective efficacy for our instruction staff. Staff reviews student data, artifacts, consults with technical specialists and then discusses best instructional practice. All of this is done for a singular purpose and that is to design purposeful and individualized instruction. USD 443's commitment and approach to addressing not only immediate learning loss associated with the disruptions of the past two school years due to Covid but also to ensure equity through improving the effectiveness and efficiency of the instruction provided to our students. To accomplish these goals it is critical that as a school system we undertake the process of developing and supporting quality instruction and overlay this with focused professional development commitments.

Allocations

	Direct Allocation	True Up Allocation	Total Allocation		20% Minimum
ESSER III Allocations	\$10,263,570	\$0	\$10,263,570	ESSER III Allocations	\$2,052,714
Approved Total	\$9,021,407	\$0	\$9,021,407	Approved Total	\$7,471,206
Amount Left	\$1,242,163	\$0	\$1,242,163	Amount Still Needed	\$0
In Review Total	\$226,464	\$0	\$226,464	In Review Total	\$0
Amount Left	\$1,015,699	\$0	\$1,015,699	Amount Still Needed	\$0

Line Items

ID	Allocation Type	Learning Loss	Function Code	Object Code	Allowable Use	Total Expenditures	Status
443-3-0178	Direct	False	2213	150	12	\$210,000	Task Force Review
443-3-0179	Direct	False	2213	220	12	\$16,064	Task Force Review
443-3-0180	Direct	False	2213	260	12	\$210	Task Force Review
443-3-0181	Direct	False	2213	270	12	\$190	Task Force Review
443-3-0001	Direct	True	1000	150	12	\$369,747	Approved
443-3-0002	Direct	True	1000	220	12	\$28,287	Approved
443-3-0003	Direct	True	1000	260	12	\$369	Approved
443-3-0004	Direct	True	1000	270	12	\$458	Approved
443-3-0005	Direct	True	1000	519	12	\$18,300	Approved
443-3-0006	Direct	True	1000	510	12	\$105,000	Approved
443-3-0007	Direct	True	1000	600	12	\$16,500	Approved
443-3-0008	Direct	True	1000	610	12	\$31,500	Approved
443-3-0009	Direct	True	2211	120	12	\$9,822	Approved
443-3-0011	Direct	True	2211	210	12	\$979	Approved
443-3-0012	Direct	True	2211	220	12	\$826	Approved
443-3-0013	Direct	True	2211	260	12	\$11	Approved
443-3-0014	Direct	True	2211	270	12	\$13	Approved
443-3-0015	Direct	True	2213	151	12	\$460,000	Approved
443-3-0016	Direct	True	2213	220	12	\$35,000	Approved
443-3-0017	Direct	True	2313	260	12	\$430	Approved
443-3-0018	Direct	True	2213	270	12	\$1,140	Approved
443-3-0019	Direct	True	2213	152	12	\$206,644	Approved
443-3-0020	Direct	True	2213	220	12	\$15,604	Approved
443-3-0021	Direct	True	2213	260	12	\$194	Approved
443-3-0022	Direct	True	2213	270	12	\$504	Approved
443-3-0023	Direct	True	2213	151	12	\$20,000	Approved
443-3-0024	Direct	True	2213	220	12	\$1,530	Approved
443-3-0025	Direct	True	2213	260	12	\$26	Approved
443-3-0026	Direct	True	2213	270	12	\$24	Approved
443-3-0027	Direct	True	2213	322	12	\$228,766	Approved

443-3-0028	Direct	False	1000	734	9	\$69,978	Approved
443-3-0029	Direct	False	1000	429	7	\$3,265	Approved
443-3-0030	Direct	False	1000	429	7	\$3,992	Approved
443-3-0031	Direct	False	1000	429	7	\$3,524	Approved
443-3-0032	Direct	True	2200	110	12	\$410,080	Approved
443-3-0033	Direct	True	2200	151	12	\$22,380	Approved
443-3-0034	Direct	True	2200	210	12	\$47,214	Approved
443-3-0035	Direct	True	2200	220	12	\$36,691	Approved
443-3-0036	Direct	True	2200	260	12	\$481	Approved
443-3-0037	Direct	True	2200	270	12	\$595	Approved
443-3-0038	Direct	True	2213	111	12	\$161,809	Approved
443-3-0039	Direct	True	2313	290	12	\$19,800	Approved
443-3-0040	Direct	True	2213	210	12	\$15,738	Approved
443-3-0041	Direct	True	2200	220	12	\$14,317	Approved
443-3-0042	Direct	True	2213	260	12	\$187	Approved
443-3-0043	Direct	True	2213	270	12	\$232	Approved
443-3-0044	Direct	True	2212	150	12	\$4,650,000	Approved
443-3-0045	Direct	True	2212	220	12	\$355,726	Approved
443-3-0046	Direct	True	2212	260	12	\$6,046	Approved
443-3-0047	Direct	True	2212	270	12	\$5,766	Approved
443-3-0048	Direct	True	2200	110	12	\$136,670	Approved
443-3-0049	Direct	True	2200	151	12	\$7,470	Approved
443-3-0050	Direct	True	2200	210	12	\$15,738	Approved
443-3-0051	Direct	True	2200	220	12	\$12,233	Approved
443-3-0052	Direct	True	2200	260	12	\$161	Approved
443-3-0053	Direct	True	2200	270	12	\$198	Approved
443-3-0054	Direct	False	1000	150	16	\$853,200	Approved
443-3-0055	Direct	False	1000	220	16	\$65,270	Approved
443-3-0056	Direct	False	1000	260	16	\$1,109	Approved
443-3-0057	Direct	False	1000	270	16	\$1,058	Approved
443-3-0058	Direct	False	2100	150	16	\$1,200	Approved
443-3-0059	Direct	False	2100	220	16	\$92	Approved
443-3-0060	Direct	False	2100	260	16	\$2	Approved
443-3-0061	Direct	False	2100	270	16	\$1	Approved
443-3-0062	Direct	False	2113	150	16	\$1,200	Approved
443-3-0063	Direct	False	2113	220	16	\$92	Approved
443-3-0064	Direct	False	2113	260	16	\$2	Approved
443-3-0065	Direct	False	2113	270	16	\$1	Approved
443-3-0066	Direct	False	2114	150	16	\$24,000	Approved
443-3-0067	Direct	False	2114	220	16	\$1,836	Approved
443-3-0068	Direct	False	2114	260	16	\$31	Approved
443-3-0069	Direct	False	2114	270	16	\$30	Approved

443-3-0070	Direct	False	2120	150	16	\$20,400	Approved
443-3-0071	Direct	False	2120	220	16	\$1,561	Approved
443-3-0072	Direct	False	2120	260	16	\$27	Approved
443-3-0073	Direct	False	2120	270	16	\$25	Approved
443-3-0074	Direct	False	2122	150	16	\$1,200	Approved
443-3-0075	Direct	False	2122	220	16	\$92	Approved
443-3-0076	Direct	False	2122	260	16	\$2	Approved
443-3-0077	Direct	False	2122	270	16	\$1	Approved
443-3-0078	Direct	False	2130	150	16	\$15,600	Approved
443-3-0079	Direct	False	2130	220	16	\$1,193	Approved
443-3-0080	Direct	False	2130	260	16	\$20	Approved
443-3-0081	Direct	False	2130	270	16	\$19	Approved
443-3-0082	Direct	False	2143	150	16	\$2,400	Approved
443-3-0083	Direct	False	2143	220	16	\$184	Approved
443-3-0084	Direct	False	2143	260	16	\$3	Approved
443-3-0085	Direct	False	2143	270	16	\$3	Approved
443-3-0086	Direct	False	2200	150	16	\$16,800	Approved
443-3-0087	Direct	False	2200	220	16	\$1,285	Approved
443-3-0088	Direct	False	2200	260	16	\$22	Approved
443-3-0089	Direct	False	2200	270	16	\$21	Approved
443-3-0090	Direct	False	2200	150	16	\$1,200	Approved
443-3-0091	Direct	False	2200	220	16	\$92	Approved
443-3-0092	Direct	False	2200	260	16	\$2	Approved
443-3-0093	Direct	False	2200	270	16	\$1	Approved
443-3-0094	Direct	False	2211	150	16	\$2,400	Approved
443-3-0095	Direct	False	2211	220	16	\$184	Approved
443-3-0096	Direct	False	2211	260	16	\$3	Approved
443-3-0097	Direct	False	2211	270	16	\$3	Approved
443-3-0098	Direct	False	2212	150	16	\$1,200	Approved
443-3-0099	Direct	False	2212	220	16	\$92	Approved
443-3-0100	Direct	False	2212	260	16	\$2	Approved
443-3-0101	Direct	False	2212	270	16	\$1	Approved
443-3-0102	Direct	False	2590	150	16	\$1,200	Approved
443-3-0103	Direct	False	2590	220	16	\$92	Approved
443-3-0104	Direct	False	2590	260	16	\$2	Approved
443-3-0105	Direct	False	2590	270	16	\$1	Approved
443-3-0106	Direct	False	2320	150	16	\$8,400	Approved
443-3-0107	Direct	False	2320	220	16	\$643	Approved
443-3-0108	Direct	False	2320	260	16	\$11	Approved
443-3-0109	Direct	False	2320	270	16	\$10	Approved
443-3-0110	Direct	False	2321	150	16	\$4,800	Approved
443-3-0111	Direct	False	2321	220	16	\$367	Approved

443-3-0112	Direct	False	2321	260	16	\$6	Approved
443-3-0113	Direct	False	2321	270	16	\$6	Approved
443-3-0114	Direct	False	2323	150	16	\$10,800	Approved
443-3-0115	Direct	False	2323	220	16	\$826	Approved
443-3-0116	Direct	False	2323	260	16	\$14	Approved
443-3-0117	Direct	False	2323	270	16	\$13	Approved
443-3-0118	Direct	False	2400	150	16	\$84,000	Approved
443-3-0119	Direct	False	2400	220	16	\$6,426	Approved
443-3-0120	Direct	False	2400	260	16	\$109	Approved
443-3-0121	Direct	False	2400	270	16	\$104	Approved
443-3-0122	Direct	False	2510	150	16	\$10,800	Approved
443-3-0123	Direct	False	2510	220	16	\$826	Approved
443-3-0124	Direct	False	2510	260	16	\$14	Approved
443-3-0125	Direct	False	2510	270	16	\$13	Approved
443-3-0126	Direct	False	2590	150	16	\$3,600	Approved
443-3-0127	Direct	False	2590	220	16	\$275	Approved
443-3-0128	Direct	False	2590	260	16	\$5	Approved
443-3-0129	Direct	False	2590	270	16	\$4	Approved
443-3-0130	Direct	False	2590	150	16	\$8,400	Approved
443-3-0131	Direct	False	2590	220	16	\$643	Approved
443-3-0132	Direct	False	2590	260	16	\$11	Approved
443-3-0133	Direct	False	2590	270	16	\$10	Approved
443-3-0134	Direct	False	2590	120	16	\$13,200	Approved
443-3-0135	Direct	False	2590	220	16	\$1,010	Approved
443-3-0136	Direct	False	2590	260	16	\$17	Approved
443-3-0137	Direct	False	2590	270	16	\$16	Approved
443-3-0138	Direct	False	2590	150	16	\$3,600	Approved
443-3-0139	Direct	False	2590	220	16	\$275	Approved
443-3-0140	Direct	False	2590	260	16	\$5	Approved
443-3-0141	Direct	False	2590	270	16	\$4	Approved
443-3-0142	Direct	False	2600	150	16	\$104,400	Approved
443-3-0143	Direct	False	2600	220	16	\$7,987	Approved
443-3-0144	Direct	False	2600	260	16	\$136	Approved
443-3-0145	Direct	False	2600	270	16	\$129	Approved
443-3-0146	Direct	False	2670	150	16	\$1,200	Approved
443-3-0147	Direct	False	2670	220	16	\$92	Approved
443-3-0148	Direct	False	2670	260	16	\$2	Approved
443-3-0149	Direct	False	2670	270	16	\$1	Approved
443-3-0150	Direct	False	2700	150	16	\$1,200	Approved
443-3-0151	Direct	False	2700	220	16	\$92	Approved
443-3-0152	Direct	False	2700	260	16	\$2	Approved
443-3-0153	Direct	False	2700	270	16	\$1	Approved

443-3-0154	Direct	False	2710	150	16	\$1,200	Approved
443-3-0155	Direct	False	2710	220	16	\$92	Approved
443-3-0156	Direct	False	2710	260	16	\$2	Approved
443-3-0157	Direct	False	2710	270	16	\$1	Approved
443-3-0158	Direct	False	2720	150	16	\$48,000	Approved
443-3-0159	Direct	False	2720	220	16	\$3,672	Approved
443-3-0160	Direct	False	2720	260	16	\$62	Approved
443-3-0161	Direct	False	2720	270	16	\$59	Approved
443-3-0162	Direct	False	2730	150	16	\$4,800	Approved
443-3-0163	Direct	False	2730	220	16	\$367	Approved
443-3-0164	Direct	False	2730	260	16	\$6	Approved
443-3-0165	Direct	False	2730	270	16	\$6	Approved
443-3-0166	Direct	False	3100	150	16	\$98,400	Approved
443-3-0167	Direct	False	3100	220	16	\$7,320	Approved
443-3-0168	Direct	False	3100	260	16	\$127	Approved
443-3-0169	Direct	False	3100	270	16	\$122	Approved
443-3-0170	Direct	False	3110	150	16	\$1,200	Approved
443-3-0171	Direct	False	3110	220	16	\$92	Approved
443-3-0172	Direct	False	3110	260	16	\$2	Approved
443-3-0173	Direct	False	3110	270	16	\$2	Approved
443-3-0174	Direct	False	2600	150	16	\$12,000	Approved
443-3-0175	Direct	False	2600	220	16	\$918	Approved
443-3-0176	Direct	False	2600	260	16	\$15	Approved
443-3-0177	Direct	False	2600	270	16	\$15	Approved

Line Item Details

Line Item ID: 443-3-0178

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account NameCertified Collaborative PLC Facilitator
Pay**Account Number**

60-2213-119-XX-801

Function Code2213 - Instructional Staff Training
Services**Object Code**

150 - Additional Compensation

Allowable Use12 - Addressing learning loss among
students, including vulnerable
populations.**Please describe the expenditures within the account and how they will address a COVID-19 need**

NEW ITEM: Certified Collaborative Pay was previously approved on Line 43 in our original application. Due to Covid and the loss of learning We are requesting approval of ESSER 3 funds to purchase additional Professional Development/Collaborative/Instructional time for teachers and students. Due to Covid and the loss of student learning the district will add 1 hour on Wednesday of every week to provide for more teacher collaborative plan time, PLC and PD time. With the additional hour on Wednesdays, the district would remove the Late Start dates to increase student contact time.

Once this collaborative time was established it was determined that each school/grade/department would need a specified teacher to oversee and run the collaborative meetings weekly.

This new request is to ask for a stipend to Pay for approximately 70 Certified Teachers to facilitate the meetings, plan and organize the agenda for each week and lead the teachers in their professional development/training during this extra hour. We are asking to pay these select teachers a \$1,500.00 stipend per year in June to oversee this work. This would be for the 2022-23 and 2023-24 school years.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$105,000
Budgeted Expenditures in SFY 2024	\$105,000
Total Expenditures	<u>\$210,000</u>

Status

Task Force Review

Line Item Comment from KSDE

New Line Item

Line Item ID: 443-3-0179

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account NameCertified Collaborative PLC Facilitator
Pay-FICA**Account Number**

60-2213-220-XX-801

Function Code2213 - Instructional Staff Training
Services**Object Code**

220 - Social Security Contributions

Allowable Use12 - Addressing learning loss among
students, including vulnerable
populations.**Please describe the expenditures within the account and how they will address a COVID-19 need**

NEW ITEM: Collaborative PLC Facilitator Pay - FICA

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$8,032
Budgeted Expenditures in SFY 2024	\$8,032
Total Expenditures	<u>\$16,064</u>

Status

Task Force Review

Line Item Comment from KSDE

New Line Item

Line Item ID: 443-3-0180

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account NameCertified Collaborative PLC Facilitator
Pay-Unempl**Account Number**

60-2213-250-XX-801

Function Code2213 - Instructional Staff Training
Services**Object Code**

260 - Unemployment Compensation

Allowable Use12 - Addressing learning loss among
students, including vulnerable
populations.**Please describe the expenditures within the account and how they will address a COVID-19 need**

NEW ITEM: Collaborative PLC Facilitator Pay - Unemployment

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$105
Budgeted Expenditures in SFY 2024	\$105
Total Expenditures	<u>\$210</u>

Status

Task Force Review

Line Item Comment from KSDE

New Line Item

Line Item ID: 443-3-0181

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account NameCertified Collaborative PLC Facilitator
Pay-WkComp**Account Number**

60-2213-260-XX-801

Function Code2213 - Instructional Staff Training
Services**Object Code**

270 - Worker's Compensation

Allowable Use12 - Addressing learning loss among
students, including vulnerable
populations.**Please describe the expenditures within the account and how they will address a COVID-19 need**

NEW ITEM: Collaborative PLC Facilitator Pay - Workman's Comp

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$95
Budgeted Expenditures in SFY 2024	\$95
Total Expenditures	<u>\$190</u>

Status

Task Force Review

Line Item Comment from KSDE

New Line Item

Line Item ID: 443-3-0001

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

EXITO Program Extra Curricular Hourly Salary

Account Number

60-1000-119-00-886

Function Code

1000 - Instruction

Object Code

150 - Additional Compensation

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Please describe the expenditures within the account and how they will address a COVID-19 need

EXITO, (Exploration In Transition Opportunities), is an out-of-school project serving students enrolled at Dodge City High School, Comanche Middle School, Dodge City Middle School, Linn Elementary and Beeson Elementary. EXITO is a STEAM (Science, Technology, Engineering, Arts, Math) centered program that provides an innovative interdisciplinary curriculum that cultivates kids' academic interests and expands their knowledge. EXITO staff regularly engages students in hands-on projects so they learn more deeply by applying STEAM concepts. EXITO incorporates skill-building activities, language acquisition, career exploration and other enrichment opportunities into the curriculum. In addition to enrichment opportunities, we offer homework assistance & tutoring and strive to provide a safe, positive environment conducive to academic and emotional success. Homework time is an opportunity for our kids to get ahead in the classroom leaving more time for families to be together at home.

The primary purpose of the EXITO project is to serve at-risk students struggling with academic and cultural adaptation. Slightly over 47% of Dodge City secondary students' first language is one other than English, and their low English proficiency qualifies them for English Language (EL) services. In addition, over 78% of secondary students come from families whose incomes are low enough that they qualify for free or reduced lunch (FRL) prices.

COVID-19 resulted in significant setbacks for our most vulnerable students, English learners, newcomers and those living in poverty, who often didn't have a computer, reliable internet connection or a workspace to learn at home. EXITO staff knew an intervention was needed to make up for those losses. This includes relying on staff's expertise in social-emotional learning and trauma-informed care to help kids recover emotionally.

COVID-19 also brought awareness to the need of implementing innovative programming to keep students safe and engaged in learning regardless of physical setting and social distancing requirements. EXITO staff quickly learned students needed a safe space to catch up, keep up, and emerge from this crisis strong, resilient, and hopeful.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$123,249
Budgeted Expenditures in SFY 2023	\$123,249
Budgeted Expenditures in SFY 2024	\$123,249
Total Expenditures	<u>\$369,747</u>

Status

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 NameEXITO Program Extra Curricular Hourly
FICA**Account Number**

60-1000-220-00-886

Function Code

1000 - Instruction

Object Code

220 - Social Security Contributions

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Please describe the expenditures within the account and how they will address a COVID-19 need

EXITO, (Exploration In Transition Opportunities)- FICA

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$9,429
Budgeted Expenditures in SFY 2023	\$9,429
Budgeted Expenditures in SFY 2024	\$9,429
Total Expenditures	<u>\$28,287</u>

Status

Approved

Line Item ID: 443-3-0003

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account NameEXITO Program Extra Curricular Hourly
Unemployment**Account Number**

60-1000-250-00-886

Function Code

1000 - Instruction

Object Code

260 - Unemployment Compensation

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Please describe the expenditures within the account and how they will address a COVID-19 need

EXITO, (Exploration In Transition Opportunities)- UNEMPLOYMENT

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$123
Budgeted Expenditures in SFY 2023	\$123
Budgeted Expenditures in SFY 2024	\$123
Total Expenditures	<u>\$369</u>

Status

Approved

Line Item ID: 443-3-0004

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account NameEXITO Program Extra Curricular Hourly
Workman's Co**Account Number**

60-1000-260-00-886

Function Code

1000 - Instruction

Object Code

270 - Worker's Compensation

Allowable Use12 - Addressing learning loss among
students, including vulnerable
populations.**Please describe the expenditures within the account and how they will address a COVID-19 need**

EXITO, (Exploration In Transition Opportunities)- WORKMAN'S COMP

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$153
Budgeted Expenditures in SFY 2023	\$153
Budgeted Expenditures in SFY 2024	\$152
Total Expenditures	<u>\$458</u>

Status

Approved

Line Item ID: 443-3-0005

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

EXITO Program Field Trips

Account Number

60-1000-519-01-886

Function Code

1000 - Instruction

Object Code519 - Other Sources of Student
Transportation Services (Including
mileage paid in Lieu of Transportation)**Allowable Use**12 - Addressing learning loss among
students, including vulnerable
populations.**Please describe the expenditures within the account and how they will address a COVID-19 need**

EXITO, (Exploration In Transition Opportunities)- FIELD TRIPS

Examples: Hutchinson Cosmosphere, Garden City Zoo, Exploration Place in Wichita and College visits for High School Students.

This program will allow our district to take students who might not have the opportunity to visit such places to experience and learn from what they have to offer.

EXITO, (Exploration In Transition Opportunities), is an out-of-school project serving students enrolled at Dodge City High School, Comanche Middle School, Dodge City Middle School, Linn Elementary and Beeson Elementary. EXITO is a STEAM (Science, Technology, Engineering, Arts, Math) centered program that provides an innovative interdisciplinary curriculum that cultivates kids' academic interests and expands their knowledge. EXITO staff regularly engages students in hands-on projects so they learn more deeply by applying STEAM concepts. EXITO incorporates skill-building activities, language acquisition, career exploration and other enrichment opportunities into the curriculum.

In addition to enrichment opportunities, we offer homework assistance & tutoring and strive to provide a safe, positive environment conducive to academic and emotional success. Homework time is an opportunity for our kids to get ahead in the classroom leaving more time for families to be together at home.

The primary purpose of the EXITO project is to serve at-risk students struggling with academic and cultural adaptation. Slightly over 47% of Dodge City secondary students' first language is one other than English, and their low English proficiency qualifies them for English Language (EL) services. In addition, over 78% of secondary students come from families whose incomes are low enough that they qualify for free or reduced lunch (FRL) prices.

COVID-19 resulted in significant setbacks for our most vulnerable students, English learners, newcomers and those living in poverty, who often did not have a computer, reliable internet connection or a workspace to learn at home. EXITO staff knew an intervention was needed to make up for those losses. This includes relying on staff's expertise in social-emotional learning and trauma-informed care to help kids recover emotionally.

COVID-19 also brought awareness to the need of implementing innovative programming to keep students safe and engaged in learning regardless of physical setting and social distancing requirements. EXITO staff quickly learned students needed a safe space to catch up, keep up, and emerge from this crisis strong, resilient, and hopeful.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$6,100
Budgeted Expenditures in SFY 2023	\$6,100
Budgeted Expenditures in SFY 2024	\$6,100
Total Expenditures	<u>\$18,300</u>

Status

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

Teacher Travel

Account Number

60-1000-580-00-886

Function Code

1000 - Instruction

Object Code

510 - Student Transportation Services

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Please describe the expenditures within the account and how they will address a COVID-19 need

EXITO, (Exploration In Transition Opportunities)- TEACHER TRAVEL

Travel for teachers to attend conferences for Migrant, ELL or Immigrant students

As communities adjust to a new normal after COVID-19, afterschool and summer learning programs and capable, caring staff members will be more needed than ever. The afterschool programming is an essential part of Dodge City Public School's response to the coronavirus pandemic. Youth need expanded support to emerge from this crisis strong, resilient, and hopeful.

In order to achieve this, relevant professional development opportunities are offered to program staff to better prepared them for a more engaging and robust afterschool curriculum that addresses the new challenges our vulnerable populations faces, and aids our students in getting caught up after two years of disrupted or altered home life and education.

Staff will be offered in state and out of state professional development opportunities with a strong focus in the area of STEAM education and social emotional learning. Professional opportunities will be offered to program director, site coordinators and teachers.

Budgeted Expenditures in SFY 2021	\$0
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Budgeted Expenditures in SFY 2022	\$35,000
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Budgeted Expenditures in SFY 2023	\$35,000
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Budgeted Expenditures in SFY 2024	\$35,000
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Total Expenditures	<u>\$105,000</u>
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Status

Approved

Line Item ID: 443-3-0007

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

EXITO Program Family Engagement

Account Number

60-1000-607-01-886

Function Code

1000 - Instruction

Object Code

600 - SUPPLIES AND MATERIALS

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Please describe the expenditures within the account and how they will address a COVID-19 need

EXITO, (Exploration In Transition Opportunities)- FAMILY ENGAGEMENT ACTIVITIES

Parent nights for families to come together to learn about the Exito program and what the students are doing throughout the year.

Family engagement is crucial now more than ever. As Dodge City Public Schools responds to the disruptions created by COVID-19, we recognize the need to invest in addressing the long-term impacts of this pandemic. We understand that first and foremost we need to work the hardest to reach those families most impacted and most vulnerable. Due to the COVID-19 pandemic families were left to care for their children's physical, emotional, and educational needs in unprecedented ways. In response to COVID-19 there are lots of great educational resources shared and repurposed for families at home. It's a big challenge to navigate through online offerings, daily activities, and parenting advice. We know that these resources and services are not evenly accessible across communities. EXITO staff plans to coordinate support programming for families in order to address challenges and further foster relationships with parents and families, these with the purpose to elevate the critical role of families in supporting youth's education.

Two big goals for EXITO family engagement component is to create activities that help families overcome their fears and anxieties and tap into their existing knowledge and skills about STEM; as well as to help parents understand how to integrate STEM into their everyday routines with activities with accessible materials for use at home.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$5,500
Budgeted Expenditures in SFY 2023	\$5,500
Budgeted Expenditures in SFY 2024	\$5,500
Total Expenditures	<u>\$16,500</u>

Status

Approved

Line Item ID: 443-3-0008

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

EXITO Program Instructional Supplies

Account Number

60-1000-610-01-886

Function Code

1000 - Instruction

Object Code

610 - General Supplies and Materials

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Please describe the expenditures within the account and how they will address a COVID-19 need

EXITO, (Exploration In Transition Opportunities)- INSTRUCTIONAL MATERIALS AND SUPPLIES

EXITO Afterschool program is an important venue where ambitious STEAM learning can occur. Beyond simply extending the school day, or providing more school-like instruction after school, EXITO afterschool program offers a unique learning environment often quite different from the traditional school structure. While afterschool programming focuses on academic enrichment, the activities are often infused with a youth development perspective that emphasizes active and collaborative learning, developing a sense of mastery, application and meaningful participation.

Instructional materials include a wide range of resources that can be used by EXITO staff to plan for and enact learning experiences for students. In general, they are the concrete resources; lesson plans, and curriculum materials that provide educators with activities and guidance to help students accomplish particular aims. EXITO employs the use of traditional and unconventional supplies which may include STEAM kits, art kits, rockets and engineering models, as well as everyday items that students can connect to STEAM learning at home, school, nature and other areas of life. The latter is particularly important and relevant as families saw the need for unconventional learning during the pandemic, when making conversions from the metric system to imperial became an opportunity for students to bond with their parents while providing opportunities to apply their learning.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$10,500
Budgeted Expenditures in SFY 2023	\$10,500
Budgeted Expenditures in SFY 2024	\$10,500
Total Expenditures	<u>\$31,500</u>

Status

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 NameEXITO Program Program Director
Salaries 4.15%**Account Number**

60-2211-120-00-886

Function Code2211 - Supervision of Improvement of
Instruction Services**Object Code**

120 - Regular Non-Certified Salaries

Allowable Use12 - Addressing learning loss among
students, including vulnerable
populations.**Please describe the expenditures within the account and how they will address a COVID-19 need**

EXITO, (Exploration In Transition Opportunities)- PROGRAM DIRECTOR SALARY

The Program director oversees the program, the teachers and the activities.

The program director oversees program planning, implementation and evaluates outcomes. A big goal for EXITO is to incorporate community and industry partnership into the programming in the form of tours, speakers and volunteer opportunities. COVID-19 pandemic brought to light the lack of knowledge of community resources within the community, because of this, it is the program director's goal to immerse students into the community and bring community resources directly into the school setting.

The program director arranges community and educational tours, develops community partnerships, plans family engagement opportunities, professional development and assists teachers and coordinators with programming development and implementation.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$3,274
Budgeted Expenditures in SFY 2023	\$3,274
Budgeted Expenditures in SFY 2024	\$3,274
Total Expenditures	<u>\$9,822</u>

Status

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 NameEXITO Program Program Supervisor
Fringe**Account Number**

60-2211-212-00-886

Function Code2211 - Supervision of Improvement of
Instruction Services**Object Code**

210 - Group Insurance

Allowable Use12 - Addressing learning loss among
students, including vulnerable
populations.**Please describe the expenditures within the account and how they will address a COVID-19 need**

EXITO, (Exploration In Transition Opportunities)- PROGRAM SUPERVISOR FRINGE

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$326
Budgeted Expenditures in SFY 2023	\$326
Budgeted Expenditures in SFY 2024	\$327
Total Expenditures	<u>\$979</u>

Status

Approved

Line Item ID: 443-3-0012

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account NameEXITO Program Program Supervisor
FICA**Account Number**

60-2211-220-00-886

Function Code2211 - Supervision of Improvement of
Instruction Services**Object Code**

220 - Social Security Contributions

Allowable Use12 - Addressing learning loss among
students, including vulnerable
populations.**Please describe the expenditures within the account and how they will address a COVID-19 need**

EXITO, (Exploration In Transition Opportunities)- PROGRAM SUPERVISOR FICA

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$275
Budgeted Expenditures in SFY 2023	\$275
Budgeted Expenditures in SFY 2024	\$276
Total Expenditures	<u>\$826</u>

Status

Approved

Line Item ID: 443-3-0013

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account NameEXITO Program Program Supervisor
Unemployment**Account Number**

60-2211-250-00-886

Function Code2211 - Supervision of Improvement of
Instruction Services**Object Code**

260 - Unemployment Compensation

Allowable Use12 - Addressing learning loss among
students, including vulnerable
populations.**Please describe the expenditures within the account and how they will address a COVID-19 need**

EXITO, (Exploration In Transition Opportunities)- PROGRAM SUPERVISOR UNEMPLOYMENT

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$4
Budgeted Expenditures in SFY 2023	\$4
Budgeted Expenditures in SFY 2024	\$3
Total Expenditures	<u>\$11</u>

Status

Approved

Line Item ID: 443-3-0014

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account NameEXITO Program Program Supervisor
Workman's Comp**Account Number**

60-2211-260-00-886

Function Code2211 - Supervision of Improvement of
Instruction Services**Object Code**

270 - Worker's Compensation

Allowable Use12 - Addressing learning loss among
students, including vulnerable
populations.**Please describe the expenditures within the account and how they will address a COVID-19 need**

EXITO, (Exploration In Transition Opportunities)- PROGRAM SUPERVISOR WORKMAN'S COMP

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$4
Budgeted Expenditures in SFY 2023	\$4
Budgeted Expenditures in SFY 2024	\$5
Total Expenditures	<u>\$13</u>

Status

Approved

Line Item ID: 443-3-0015

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

Summer Certified Salaries - Summer Institute

Account Number

60-2213-119-00-828

Function Code

2213 - Instructional Staff Training Services

Object Code

151 - Additional compensation paid to teachers

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Please describe the expenditures within the account and how they will address a COVID-19 need

Previously approved in 20-21 with ESSER II funds from 76-1000-119-XX-828 - Will repeat this activity in June 2022 USD 443 is a district of over 7,300 students of which over three fourths of the students are receiving Free and Reduced lunch support, almost ten percent are migrant and almost half of all students are English Language Learners. During the 2020-21 school year the district experienced major disruptions, as did all school districts, with the Covid outbreak and responses that impacted all of our students, but disproportionately impacting our large population of English Learners and students in poverty. The school district's commitment and approach to addressing not only immediate learning loss associated with the disruptions of the past school year but also longitudinally underperforming academic achievement is to improve the effectiveness and efficiency of the instruction provided to our students. The district follows Collective Efficacy research from the 1990's by Albert Bandura and more recently, supported by Dr. John Hattie's Visible Learning Research in 2016. The research supports a direct correlation between the increase in collective efficacy and the increase in student academic performance measures. Bandura defines collective efficacy as "a group's shared belief in the conjoint capabilities to organize and execute the courses of action required to produce given levels of attainment." (Bandura, A. 1993). Dr. Hattie's description of research states; "Collective teacher efficacy is the collective belief of the staff of the school/faculty in their ability to positively affect students." (Hattie, J. 2015). The mean effect size for Collective Teacher Efficacy is 1.57 which shows a strong correlation to student achievement.

During the summer of 2021 the school district enrolled 284 staff members representing certified and classified employees from USD 443 and the Special Education Cooperative #613. Staff met four hours a day for twelve days to increase Collective Efficacy with the following objectives:

1. Involve as many staff as possible who support literacy instruction
2. Increase the system understanding and application of district processes such as MTSS, PLCs, Progress Monitoring Flow Charts, knowledge of district resources and how to interpret literacy screeners and diagnostics.
3. Embrace an asset vs deficit mindset to ensure equity and adequacy for all students regardless of ethnicity, gender, social-economic status and primary language spoken in the home.
4. Culminate in a "capstone" project of utilizing all of the training to develop detailed and purposeful literacy lesson plans that focuses on Tiers 1, 2 and 3 supports driven by Kansas literacy standards and student present levels of performance data.
5. Increase the "multiplier effect" of staff who will be able to take the knowledge gained, apply it and to support colleagues who were not in attendance. We believe the best way to address learning loss but also to begin to close the achievement gap too many of USD 443 students face in literacy is to invest in the knowledge and applications of effective instructional practices of our staff. It is for this reason we feel the ESSER fund application should be approved as the dollars spent are proven through decades of research to have a high correlation to increasing student achievement they are also dollars spend now that will have returns on this investment for many years to come.

References:

BANDURA, A. (1993). Perceived self-efficacy in cognitive development and functioning. Educational Psychologist, 28 (2), 117-148. (Abstract)

HATTIE, J. (2015): The Applicability of Visible Learning to Higher Education. In: Scholarship of Teaching and Learning in Psychology, 1 (1), 79-91. (Abstract)

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$230,000
Budgeted Expenditures in SFY 2024	\$230,000
Total Expenditures	<u>\$460,000</u>

Status

Approved

Line Item ID: 443-3-0016

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

Fica Summer Institute

Account Number

60-2213-220-XX-828

Function Code

2213 - Instructional Staff Training Services

Object Code

220 - Social Security Contributions

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Please describe the expenditures within the account and how they will address a COVID-19 need

SUMMER INSTITUTE Previously approved in 20-21 with ESSER II funds - FICA

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$17,500
Budgeted Expenditures in SFY 2024	\$17,500
Total Expenditures	\$35,000

Status

Approved

Line Item ID: 443-3-0017

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

Unemployment Summer Institute

Account Number

60-2213-250-XX-828

Function Code

2313 - Board Treasurer Services

Object Code

260 - Unemployment Compensation

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Please describe the expenditures within the account and how they will address a COVID-19 need

SUMMER INSTITUTE Previously approved in 20-21 with ESSER II funds - UNEMPLOYMENT

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$215
Budgeted Expenditures in SFY 2024	\$215
Total Expenditures	\$430

Status

Approved

Line Item ID: 443-3-0018

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

Work Comp Summer Institute

Account Number

60-2213-260-XX-828

Function Code2213 - Instructional Staff Training
Services**Object Code**

270 - Worker's Compensation

Allowable Use12 - Addressing learning loss among
students, including vulnerable
populations.**Please describe the expenditures within the account and how they will address a COVID-19 need**

SUMMER INSTITUTE Previously approved in 20-21 with ESSER II funds - WORKMAN'S COMP

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$570**Budgeted Expenditures in SFY 2024** \$570**Total Expenditures** \$1,140**Status**

Approved

Line Item ID: 443-3-0019

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account NameSummer Classified Salaries- Summer
Institute**Account Number**

60-2213-119-00-827

Function Code2213 - Instructional Staff Training
Services**Object Code**152 - Additional compensation paid to
instructional aides and assistants**Allowable Use**12 - Addressing learning loss among
students, including vulnerable
populations.**Please describe the expenditures within the account and how they will address a COVID-19 need**

Previously approved in 20-21 with ESSER II funds from 76-1000-119-XX-827. - Will repeat this activity in June 2022 USD 443 is a district of over 7,300 students of which over three fourths of the students are receiving Free and Reduced lunch support, almost ten percent are migrant and almost half of all students are English Language Learners. During the 2020-21 school year the district experienced major disruptions, as did all school districts, with the Covid outbreak and responses that impacted all of our students, but disproportionately impacting our large population of English Learners and students in poverty.

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2. Increase the system understanding and application of district processes such as MTSS, PLCs, Progress Monitoring Flow Charts, knowledge of district resources and how to interpret literacy screeners and diagnostics.
3. Embrace an asset vs deficit mindset to ensure equity and adequacy for all students regardless of ethnicity, gender, social-economic status and primary language spoken in the home.
4. Culminate in a "capstone" project of utilizing all of the training to develop detailed and purposeful literacy lesson plans that focuses on Tiers 1, 2 and 3 supports driven by Kansas literacy standards and student present levels of performance data.
5. Increase the "multiplier effect" of staff who will be able to take the knowledge gained, apply it and to support colleagues who were not in attendance. We believe the best way to address learning loss but also to begin to close the achievement gap too many of USD 443 students face in literacy is to invest in the knowledge and applications of effective instructional practices of our staff. It is for this reason we feel the ESSER fund application should be approved as the dollars spent are proven through decades of research to have a high correlation to increasing student achievement they are also dollars spend now that will have returns on this investment for many years to come.

References:

BANDURA, A. (1993). Perceived self-efficacy in cognitive development and functioning. Educational Psychologist, 28 (2), 117-148. (Abstract)

HATTIE, J. (2015): The Applicability of Visible Learning to Higher Education. In: Scholarship of Teaching and Learning in Psychology, 1 (1), 79-91. (Abstract)

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$103,322
Budgeted Expenditures in SFY 2024	\$103,322
Total Expenditures	\$206,644

Status

Approved

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

Fica Summer Institute

Account Number

60-2213-220-XX-827

Function Code

2213 - Instructional Staff Training Services

Object Code

220 - Social Security Contributions

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Please describe the expenditures within the account and how they will address a COVID-19 need

SUMMER INSTITUTE Previously approved in 20-21 with ESSER II funds - FICA

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$7,802**Budgeted Expenditures in SFY 2024** \$7,802**Total Expenditures** \$15,604**Status**

Approved

Line Item ID: 443-3-0021

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

Unemployment Summer Institute

Account Number

60-2213-250-XX-827

Function Code

2213 - Instructional Staff Training Services

Object Code

260 - Unemployment Compensation

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Please describe the expenditures within the account and how they will address a COVID-19 need

SUMMER INSTITUTE Previously approved in 20-21 with ESSER II funds - UNEMPLOYMENT

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$97**Budgeted Expenditures in SFY 2024** \$97**Total Expenditures** \$194**Status**

Approved

Line Item ID: 443-3-0022

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

Work Comp Summer Institute

Account Number

60-2213-260-XX-827

Function Code

2213 - Instructional Staff Training Services

Object Code

270 - Worker's Compensation

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Please describe the expenditures within the account and how they will address a COVID-19 need

SUMMER INSTITUTE Previously approved in 20-21 with ESSER II funds - WORKMAN'S COMP

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$252**Budgeted Expenditures in SFY 2024** \$252**Total Expenditures** \$504**Status**

Approved

Line Item ID: 443-3-0023

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

Summer Institute Presenter Pay

Account Number

60-2213-119-00-828

Function Code

2213 - Instructional Staff Training Services

Object Code

151 - Additional compensation paid to teachers

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Please describe the expenditures within the account and how they will address a COVID-19 need

Presenter pay for Summer Institute Line 16 and 20

Previously approved in 20-21 with ESSER II funds - Will repeat this activity in June 2022

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$10,000**Budgeted Expenditures in SFY 2024** \$10,000**Total Expenditures** \$20,000**Status**

Approved

Line Item ID: 443-3-0024

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

Fica Summer Institute Presenter Pay

Account Number

60-2213-220-XX-828

Function Code

2213 - Instructional Staff Training Services

Object Code

220 - Social Security Contributions

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Please describe the expenditures within the account and how they will address a COVID-19 need

FICA for Summer Institute line 16 and 20

Previously approved in 20-21 with ESSER II funds - Will repeat this activity in June 2022

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$765
Budgeted Expenditures in SFY 2024	\$765
Total Expenditures	<u>\$1,530</u>

Status

Approved

Line Item ID: 443-3-0025

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

Unemployment Summer Institute Presenter Pay

Account Number

60-2213-250-XX-828

Function Code

2213 - Instructional Staff Training Services

Object Code

260 - Unemployment Compensation

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Please describe the expenditures within the account and how they will address a COVID-19 need

Unemployment for summer Institute line 16 and 20

Previously approved in 20-21 with ESSER II funds - Will repeat this activity in June 2022

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$13
Budgeted Expenditures in SFY 2024	\$13
Total Expenditures	<u>\$26</u>

Status

Approved

Line Item ID: 443-3-0026

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account NameWork Comp Summer Institute
Presenter Pay**Account Number**

60-2213-260-XX-828

Function Code2213 - Instructional Staff Training
Services**Object Code**

270 - Worker's Compensation

Allowable Use12 - Addressing learning loss among
students, including vulnerable
populations.**Please describe the expenditures within the account and how they will address a COVID-19 need**Work Comp for Summer Institute Line 16 and 20
Previously approved in 20-21 with ESSER II funds - Will repeat this activity in June 2022

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$12
Budgeted Expenditures in SFY 2024	\$12
Total Expenditures	<u>\$24</u>

Status

Approved

Line Item ID: 443-3-0027

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

613 Summer Institute Pay

Account Number

60-2213-322-00-613

Function Code2213 - Instructional Staff Training
Services**Object Code**

322 - Instructional Services

Allowable Use12 - Addressing learning loss among
students, including vulnerable
populations.**Please describe the expenditures within the account and how they will address a COVID-19 need**Previously approved in 20-21 with ESSER II funds - Will repeat this activity in June 2022
613 Summer Institute Pay for attendance of the same training as in line 16 and 20

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$114,383
Budgeted Expenditures in SFY 2024	\$114,383
Total Expenditures	<u>\$228,766</u>

Status

Approved

Line Item ID: 443-3-0028

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

Internet Hotspots

Account Number

60-1000-734-00-000

Function Code

1000 - Instruction

Object Code

734 - Technology -Related Hardware

Allowable Use

9 - Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students.

Please describe the expenditures within the account and how they will address a COVID-19 need

Internet Hotspots for students and families. Many students/families in our district do not have access to the internet. This cost will cover the internet access fee and for additional hotspots purchased to help students and or staff who may have to stay home due to Covid related illness. It allows the students to continue to stay current on their school work and not get behind if they must be at home and it also allows teachers to continue to be in contact with their total classroom.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$69,978
Budgeted Expenditures in SFY 2023	\$0
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$69,978</u>

Status

Approved

Line Item ID: 443-3-0029

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

Band Instrument Sanitize DCMS

Account Number

60-1000-429-10-025

Function Code

1000 - Instruction

Object Code

429 - Other Cleaning Services

Allowable Use

7 - Purchasing supplies to sanitize and clean LEA and school facilities.

Please describe the expenditures within the account and how they will address a COVID-19 need

Band Instrument Sanitize

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$3,265
Budgeted Expenditures in SFY 2023	\$0
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$3,265</u>

Status

Approved

Line Item ID: 443-3-0030

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

Band Instrument Sanitize CMS

Account Number

60-1000-429-18-025

Function Code

1000 - Instruction

Object Code

429 - Other Cleaning Services

Allowable Use

7 - Purchasing supplies to sanitize and clean LEA and school facilities.

Please describe the expenditures within the account and how they will address a COVID-19 need

Band Instrument Sanitize

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$3,992**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$3,992**Status**

Approved

Line Item ID: 443-3-0031

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

Band Instrument Sanitize DCHS

Account Number

60-1000-429-11-025

Function Code

1000 - Instruction

Object Code

429 - Other Cleaning Services

Allowable Use

7 - Purchasing supplies to sanitize and clean LEA and school facilities.

Please describe the expenditures within the account and how they will address a COVID-19 need

Band Instrument Sanitize

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$3,524**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$3,524**Status**

Approved

Line Item ID: 443-3-0032

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

Additional Instructional Coach for DCMS, CMS and D

Account Number

60-2200-110-XX-000

Function Code

2200 - Support Services (Instructional Staff)

Object Code

110 - Regular Certified Salaries

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Please describe the expenditures within the account and how they will address a COVID-19 need

We are requesting approval of ESSER 3 funds to hire 3 fulltime secondary instructional coaches and 1 full time district Academic Interventionist/Professional Development Coordinator.

Central to this work is a strong tie to research. In particular, the work done by Dr. Jim Knight over the past 20+ years and Dr. John Hattie and his 2018 visible learning factors related to student achievement. Dr. Hattie's longitudinal meta-analysis identified the correlation of impact between 252 education influences on the student outcome effect size. This body of research is widely used in the public education realm. In particular, this proposal for the use of ESSER funds, will set up the foundational data to then transform our efforts into action plans that address the following influences supported by Dr. Hattie's work:

1. Collective Teacher Efficacy: This has the greatest effect size of 1.57. The audit will follow Collective Efficacy research from the 1990's by Albert Bandura and more recently, supported by Dr. John Hattie's Visible Learning Research in 2018. The research supports a direct correlation between the increase in collective efficacy and the increase in student academic performance measures. Bandura defines collective efficacy as "a group's shared belief in the conjoint capabilities to organize and execute the courses of action required to produce given levels of attainment." (Bandura, A. 1993). Dr. Hattie's description of research states; "Collective teacher efficacy is the collective belief of the staff of the school/faculty in their ability to positively affect students." (Hattie, J. 2015). The mean effect size for Collective Teacher Efficacy is 1.57 which shows a strong correlation to student achievement.

2. Impact of Instructional Coaching Supports: "Evaluation (teaching) and Reflection" shows a .74 effect size in the 2018 meta-analysis findings of Dr. Hattie's Visible Learning research. This Cohen's d coefficient is a strong indicator of positive correlation between the activity and positive results. A .40 effect size is the neutral value in the research meaning the activity produces neutral results.

3. Response to Intervention (RTI). This has a 1.29 effect size and is in the top 5 influences. Hattie's Glossary defines Response to Intervention as "an educational approach that provides early, systematic assistance to children who are struggling in one or many areas of their learning. RTI seeks to prevent academic failure through early intervention and frequent progress measurement." The Multiple Tiered System of Supports model is tightly aligned to the RTI model and is the adopted model for Kansas. In addition Interventions for students with learning needs has a .77 effect size and is tightly tied to a Response to Intervention Plan. "By standardizing the process in which students are referred for increasingly intensive services and incorporating research-based screening tools and assessments, RTI programs provide an overall increase in student achievement." (Fuchs, D., Fuchs, L. S. 2012).

USD 443's commitment and approach to addressing not only immediate learning loss associated with the disruptions of the past two school years due to Covid but also to ensure equity through improving the effectiveness and efficiency of the instruction provided to our students. To accomplish these goals it is critical that as a school system we undertake the process of developing and supporting quality instruction and overlay this with focused professional development commitments. This process will be the foundation of our longitudinal continuous improvement planning that addresses student academic, behavioral/social outcomes as well as staff and community alignment and involvement in the processes.

The intended objectives of this ESSER application includes the following:

1. Support teachers' professional growth and efficiency through instructional coaching support around student academic, behavioral/social/emotional needs, alignment of curriculum to standards, identification of what data assessments are needed and measure perceptual feedback from staff on implementation of Multiple Tiered System of Supports, professional collaboration practices, leadership structures, communication effectiveness and collective understanding of the district's goals.

2. Identify the distributive leadership structures required to develop an action plan for the district and individual school buildings as a response to the gap analysis study.

3. Creation and implementation of a multi-year district professional development plan that aligns to the district's strategic plan that clearly identifies the goals, action steps, data measurements, review of equity of actions for special populations of our student body (students with disabilities, English Learners, students in foster care) and embeds application to instructional practices.

4. Tighten the connection between standards based curriculum, impactful instruction, data driven decision making, improved collaborative processes and establishing a communication feedback process.

References:

Bandura, A. (1993). Perceived self-efficacy in cognitive development and functioning. *Educational Psychologist*, 28 (2), 117-148. (Abstract).

Fuchs, D., Fuchs, L. S., and Compton, D. L. (2012). Smart RTI: A next generation approach to multilevel prevention. *Exceptional Children*, 78(3), 263- 279.

HATTIE, J. (2015): The Applicability of Visible Learning to Higher Education. In: *Scholarship of Teaching and Learning in Psychology*, 1 (1), 79-91. (Abstract).

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$201,980
Budgeted Expenditures in SFY 2024	\$208,100
Total Expenditures	<u>\$410,080</u>

Status

Approved

Line Item ID: 443-3-0033

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

Additional Instructional Coach for DCMS, CMS and D

Account Number

60-2200-132-XX-000

Function Code

2200 - Support Services (Instructional Staff)

Object Code

151 - Additional compensation paid to teachers

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Please describe the expenditures within the account and how they will address a COVID-19 need

Additional Instructional Coach for DCMS, CMS and DCHS 3 FTE - 10 Extra Days beyond contract: See Line 33 for narrative

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$11,040
Budgeted Expenditures in SFY 2024	\$11,340
Total Expenditures	<u>\$22,380</u>

Status

Approved

Line Item ID: 443-3-0034

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account NameAdditional Instructional Coach for
DCMS, CMS and D**Account Number**

60-2200-210-XX-000

Function Code2200 - Support Services (Instructional
Staff)**Object Code**

210 - Group Insurance

Allowable Use12 - Addressing learning loss among
students, including vulnerable
populations.**Please describe the expenditures within the account and how they will address a COVID-19 need**

Additional Instructional Coach for DCMS, CMS and DCHS Fringe 3 FTE: See Line 33 for narrative

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$23,607
Budgeted Expenditures in SFY 2024	\$23,607
Total Expenditures	<u>\$47,214</u>

Status

Approved

Line Item ID: 443-3-0035

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account NameAdditional Instructional Coach for
DCMS, CMS and D**Account Number**

60-2200-220-XX-000

Function Code2200 - Support Services (Instructional
Staff)**Object Code**

220 - Social Security Contributions

Allowable Use12 - Addressing learning loss among
students, including vulnerable
populations.**Please describe the expenditures within the account and how they will address a COVID-19 need**

Additional Instructional Coach for DCMS, CMS and DCHS 3 FTE FICA: See Line 33 for narrative

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$18,101
Budgeted Expenditures in SFY 2024	\$18,590
Total Expenditures	<u>\$36,691</u>

Status

Approved

Line Item ID: 443-3-0036

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

Additional Instructional Coach for DCMS, CMS and D

Account Number

60-2200-250-XX-000

Function Code

2200 - Support Services (Instructional Staff)

Object Code

260 - Unemployment Compensation

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Please describe the expenditures within the account and how they will address a COVID-19 need

Additional Instructional Coach for DCMS, CMS and DCHS 3 FTE Unemployment: See Line 33 for narrative

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$237**Budgeted Expenditures in SFY 2024** \$244**Total Expenditures** \$481**Status**

Approved

Line Item ID: 443-3-0037

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

Additional Instructional Coach for DCMS, CMS and D

Account Number

60-2200-260-XX-000

Function Code

2200 - Support Services (Instructional Staff)

Object Code

270 - Worker's Compensation

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Please describe the expenditures within the account and how they will address a COVID-19 need

Additional Instructional Coach for DCMS, CMS and DCHS 3 FTE Workman's comp: See line 33 for narrative

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$294**Budgeted Expenditures in SFY 2024** \$301**Total Expenditures** \$595**Status**

Approved

Line Item ID: 443-3-0038

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

Academic Interventionist/Prof
Development Coordina

Account Number

60-2213-113-00-000

Function Code

2213 - Instructional Staff Training
Services

Object Code

111 - Full-Time Certified Salaries

Allowable Use

12 - Addressing learning loss among
students, including vulnerable
populations.

Please describe the expenditures within the account and how they will address a COVID-19 need

We are requesting approval of ESSER 3 funds to hire 3 fulltime secondary instructional coaches and 1 full time district Academic Interventionist/Professional Development Coordinator.

Central to this work is a strong tie to research. In particular, the work done by Dr. Jim Knight over the past 20+ years and Dr. John Hattie and his 2018 visible learning factors related to student achievement. Dr. Hattie's longitudinal meta-analysis identified the correlation of impact between 252 education influences on the student outcome effect size. This body of research is widely used in the public education realm. In particular, this proposal for the use of ESSER funds, will set up the foundational data to then transform our efforts into action plans that address the following influences supported by Dr. Hattie's work:

1. Collective Teacher Efficacy: This has the greatest effect size of 1.57. The audit will follow Collective Efficacy research from the 1990's by Albert Bandura and more recently, supported by Dr. John Hattie's Visible Learning Research in 2018. The research supports a direct correlation between the increase in collective efficacy and the increase in student academic performance measures. Bandura defines collective efficacy as "a group's shared belief in the conjoint capabilities to organize and execute the courses of action required to produce given levels of attainment." (Bandura, A. 1993). Dr. Hattie's description of research states; "Collective teacher efficacy is the collective belief of the staff of the school/faculty in their ability to positively affect students." (Hattie, J. 2015). The mean effect size for Collective Teacher Efficacy is 1.57 which shows a strong correlation to student achievement.
2. Impact of Instructional Coaching Supports: "Evaluation (teaching) and Reflection" shows a .74 effect size in the 2018 meta-analysis findings of Dr. Hattie's Visible Learning research. This Cohen's d coefficient is a strong indicator of positive correlation between the activity and positive results. A .40 effect size is the neutral value in the research meaning the activity produces neutral results.
3. Response to Intervention (RTI). This has a 1.29 effect size and is in the top 5 influences. Hattie's Glossary defines Response to Intervention as "an educational approach that provides early, systematic assistance to children who are struggling in one or many areas of their learning. RTI seeks to prevent academic failure through early intervention and frequent progress measurement." The Multiple Tiered System of Supports model is tightly aligned to the RTI model and is the adopted model for Kansas. In addition Interventions for students with learning needs has a .77 effect size and is tightly tied to a Response to Intervention Plan. "By standardizing the process in which students are referred for increasingly intensive services and incorporating research-based screening tools and assessments, RTI programs provide an overall increase in student achievement." (Fuchs, D., Fuchs, L. S. 2012).

USD 443's commitment and approach to addressing not only immediate learning loss associated with the disruptions of the past two school years due to Covid but also to ensure equity through improving the effectiveness and efficiency of the instruction provided to our students. To accomplish these goals it is critical that as a school system we undertake the process of developing and supporting quality instruction and overlay this with focused professional development commitments. This process will be the foundation of our longitudinal continuous improvement planning that addresses student academic, behavioral/social outcomes as well as staff and community alignment and involvement in the processes.

The intended objectives of this ESSER application includes the following:

1. Support teachers' professional growth and efficiency through instructional coaching support around student academic, behavioral/social/emotional needs, alignment of curriculum to standards, identification of what data assessments are needed and measure perceptual feedback from staff on implementation of Multiple Tiered System of Supports, professional collaboration practices, leadership structures, communication effectiveness and collective understanding of the district's goals.
2. Identify the distributive leadership structures required to develop an action plan for the district and individual school buildings as a response to the gap analysis study.
3. Creation and implementation of a multi-year district professional development plan that aligns to the district's strategic plan that clearly identifies the goals, action steps, data measurements, review of equity of actions for special populations of our student body (students with disabilities, English Learners, students in foster care) and embeds application to instructional practices.
4. Tighten the connection between standards based curriculum, impactful instruction, data driven decision making, improved collaborative processes and establishing a communication feedback process.

References:

- Bandura, A. (1993). Perceived self-efficacy in cognitive development and functioning. *Educational Psychologist*, 28 (2), 117-148. (Abstract).
- Fuchs, D., Fuchs, L. S., and Compton, D. L. (2012). Smart RTI: A next generation approach to multilevel prevention. *Exceptional Children*, 78(3), 263- 279.
- HATTIE, J. (2015): The Applicability of Visible Learning to Higher Education. In: *Scholarship of Teaching and Learning in Psychology*, 1 (1), 79-91. (Abstract).

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$79,709
Budgeted Expenditures in SFY 2024	\$82,100
Total Expenditures	<u>\$161,809</u>

Status

Approved

Line Item ID: 443-3-0039

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

Academic Interventionist/Prof
Development Coordina

Account Number

60-2213-290-00-000

Function Code

2313 - Board Treasurer Services

Object Code

290 - Other Employee Benefits

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Please describe the expenditures within the account and how they will address a COVID-19 need

Academic Interventionist/Prof Development Coordinator 1 FTE Mileage pay: See Line 39 for Narrative

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$1,800
Budgeted Expenditures in SFY 2024	\$18,000
Total Expenditures	<u>\$19,800</u>

Status

Approved

Line Item ID: 443-3-0040

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account NameAcademic Interventionist/Prof
Development Coordina**Account Number**

60-2213-211-00-000

Function Code2213 - Instructional Staff Training
Services**Object Code**

210 - Group Insurance

Allowable Use12 - Addressing learning loss among
students, including vulnerable
populations.**Please describe the expenditures within the account and how they will address a COVID-19 need**

Academic Interventionist/Prof Development Coordinator 1 FTE Fringe: See Line 39 for Narrative

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$7,869
Budgeted Expenditures in SFY 2024	\$7,869
Total Expenditures	<u>\$15,738</u>

Status

Approved

Line Item ID: 443-3-0041

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account NameAcademic Interventionist/Prof
Development Coordina**Account Number**

60-2213-220-00-000

Function Code2200 - Support Services (Instructional
Staff)**Object Code**

220 - Social Security Contributions

Allowable Use12 - Addressing learning loss among
students, including vulnerable
populations.**Please describe the expenditures within the account and how they will address a COVID-19 need**

Academic Interventionist/Prof Development Coordinator 1 FTE FICA: See Line 39 for Narrative

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$7,067
Budgeted Expenditures in SFY 2024	\$7,250
Total Expenditures	<u>\$14,317</u>

Status

Approved

Line Item ID: 443-3-0042

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account NameAcademic Interventionist/Prof
Development Coordina**Account Number**

60-2213-250-00-000

Function Code2213 - Instructional Staff Training
Services**Object Code**

260 - Unemployment Compensation

Allowable Use12 - Addressing learning loss among
students, including vulnerable
populations.**Please describe the expenditures within the account and how they will address a COVID-19 need**

Academic Interventionist/Prof Development Coordinator 1 FTE Unemployment: See Line 39 for Narrative

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$92
Budgeted Expenditures in SFY 2024	\$95
Total Expenditures	<u>\$187</u>

Status

Approved

Line Item ID: 443-3-0043

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account NameAcademic Interventionist/Prof
Development Coordina**Account Number**

60-2213-260-00-000

Function Code2213 - Instructional Staff Training
Services**Object Code**

270 - Worker's Compensation

Allowable Use12 - Addressing learning loss among
students, including vulnerable
populations.**Please describe the expenditures within the account and how they will address a COVID-19 need**

Academic Interventionist/Prof Development Coordinator 1 FTE Workman's Comp: See Line 39 for Narrative

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$115
Budgeted Expenditures in SFY 2024	\$117
Total Expenditures	<u>\$232</u>

Status

Approved

Line Item ID: 443-3-0044

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

Certified Collaborative Incentive Pay for
1 additi

Account Number

60-2212-119-XX-XXX

Function Code

2212 - Instruction and Curriculum
Development Services

Object Code

150 - Additional Compensation

Allowable Use

12 - Addressing learning loss among
students, including vulnerable
populations.

Please describe the expenditures within the account and how they will address a COVID-19 need

Due to Covid and the loss of learning We are requesting approval of ESSER 3 funds to purchase additional Professional Development/Collaborative/Instructional time for teachers and students. Due to Covid and the loss of student learning the district will add 1 hour on Wednesday of every week to provide for more teacher collaborative plan time, PLC and PD time. With the additional hour on Wednesdays, the district would remove the Late Start dates to increase student contact time.

Central to this work is a strong tie to research. In particular, the work done by Dr. John Hattie in his 2018 visible learning factors related to student achievement. Dr. Hattie's longitudinal meta-analysis identified the correlation of impact between 252 education influences on the student outcome effect size. This body of research is widely used in the public education realm. In particular, this proposal for the use of ESSER funds, will set up the foundational data to then transform our efforts into action plans that address the following influences supported by Dr. Hattie's work:

1. Professional Learning Collaboration: This proposal will be an important avenue to increase the Collective Efficacy of all district staff through structured review of practice and collaborative input and review. By dedicating additional time in the teachers' contract, along with research based and systematic guidelines, all staff will share best practice, review student data/artifacts and monitor the students' growth progression. In Dr. John Hattie's Visible Learning research in 2018 "Response to Intervention" has an effect size of 1.29, "Strategy to integrate with prior knowledge" .93, "Deliberate Practice" .79 and "Planning and Prediction" .76 all are high impact professional collaboration strategies. In other words, through embedding systematic professional collaboration processes that align with research and results proven strategies for all the above mentioned practices positive student outcomes will be a result.
2. Collective Teacher Efficacy: This has the greatest effect size of 1.57. The audit will follow Collective Efficacy research from the 1990's by Albert Bandura and more recently, supported by Dr. John Hattie's Visible Learning Research in 2018. The research supports a direct correlation between the increase in collective efficacy and the increase in student academic performance measures. Bandura defines collective efficacy as "a group's shared belief in the conjoint capabilities to organize and execute the courses of action required to produce given levels of attainment." (Bandura, A. 1993). Dr. Hattie's description of research states; "Collective teacher efficacy is the collective belief of the staff of the school/faculty in their ability to positively affect students." (Hattie, J. 2015). The mean effect size for Collective Teacher Efficacy is 1.57 which shows a strong correlation to student achievement.
3. Response to Intervention (RTI). This has a 1.29 effect size and is in the top 5 influences. Hattie's Glossary defines Response to Intervention as "an educational approach that provides early, systematic assistance to children who are struggling in one or many areas of their learning. RTI seeks to prevent academic failure through early intervention and frequent progress measurement." The Multiple Tiered System of Supports model is tightly aligned to the RTI model and is the adopted model for Kansas. In addition Interventions for students with learning needs has a .77 effect size and is tightly tied to a Response to Intervention Plan. "By standardizing the process in which students are referred for increasingly intensive services and incorporating research-based screening tools and assessments, RTI programs provide an overall increase in student achievement." (Fuchs, D., Fuchs, L. S. 2012).

We will pay a set amount of \$5,000.00 per teacher per year for two years for the additional hour we will add on Wednesday of each week. Approximately 465 Teachers.

This will be paid in December, 2022 for year one and December 2023 for year two.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$2,325,000
Budgeted Expenditures in SFY 2024	\$2,325,000
Total Expenditures	<u>\$4,650,000</u>

Status

Approved

Line Item ID: 443-3-0045

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

Certified Collaborative Incentive Pay for 1 additi

Account Number

60-2212-220-XX-XXX

Function Code

2212 - Instruction and Curriculum Development Services

Object Code

220 - Social Security Contributions

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Please describe the expenditures within the account and how they will address a COVID-19 need

Certified Collaborative Incentive Pay for 1 additional hour per week for teachers to collaborate and plan - FICA

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$177,863
Budgeted Expenditures in SFY 2024	\$177,863
Total Expenditures	<u>\$355,726</u>

Status

Approved

Line Item ID: 443-3-0046

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

Certified Collaborative Incentive Pay for 1 additi

Account Number

60-2212-250-XX-XXX

Function Code

2212 - Instruction and Curriculum Development Services

Object Code

260 - Unemployment Compensation

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Please describe the expenditures within the account and how they will address a COVID-19 need

Certified Collaborative Incentive Pay for 1 additional hour per week for teachers to collaborate and plan - UNEMPLOYMENT

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$3,023
Budgeted Expenditures in SFY 2024	\$3,023
Total Expenditures	<u>\$6,046</u>

Status

Approved

Line Item ID: 443-3-0047

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account NameCertified Collaborative Incentive Pay for
1 additi**Account Number**

60-2212-260-XX-XXX

Function Code2212 - Instruction and Curriculum
Development Services**Object Code**

270 - Worker's Compensation

Allowable Use12 - Addressing learning loss among
students, including vulnerable
populations.**Please describe the expenditures within the account and how they will address a COVID-19 need**Certified Collaborative Incentive Pay for 1 additional hour per week for teachers to collaborate and plan - WORKMAN'S
COMP

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$2,883
Budgeted Expenditures in SFY 2024	\$2,883
Total Expenditures	<u>\$5,766</u>

Status

Approved

Line Item ID: 443-3-0048

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account NameESOL Elementary Instructional Coach
Salary
1 FTE**Account Number**

60-2200-110-19-000

Function Code

2200 - Support Services (Instructional Staff)

Object Code

110 - Regular Certified Salaries

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Please describe the expenditures within the account and how they will address a COVID-19 need

This request is based on two distinctive district wide needs. First, the need for additional technical support for instruction, ESOL and Academic Interventions. The second is to utilize the Federal ESSR 3 funds to focus on student academic gain (referred to as learning loss in the Federal document). The USD 443 school district has invested in these research based and proven supports already. As our collective staff increases their technical and applied knowledge it requires additional supports as the depth of knowledge increases. This is the desired effect and has been a focus of our district systems and professional development for staff.

? Support teachers? professional growth and efficiency through instructional coaching support around student academic, behavioral/social/emotional needs, alignment of curriculum to standards, identification of what data assessments are needed and measure perceptual feedback from staff on implementation of Multiple Tiered System of Supports, professional collaboration practices, leadership structures, communication effectiveness and collective understanding of the district's goals.

? Identify the distributive leadership structures required to develop an action plan for the district and individual school buildings as a response to the gap analysis study.

? Creation and implementation of a multi-year district professional development plan that aligns to the district's strategic plan that clearly identifies the goals, action steps, data measurements, review of equity of actions for special populations of our student body (students with disabilities, English Learners, students in foster care) and embeds application to instructional practices.

? Tighten the connection between standards based curriculum, impactful instruction, data driven decision making, improved collaborative processes and establishing a communication feedback process.

Budgeted Expenditures in SFY 2021 \$0

Budgeted Expenditures in SFY 2022 \$0

Budgeted Expenditures in SFY 2023 \$67,325

Budgeted Expenditures in SFY 2024 \$69,345

Total Expenditures \$136,670

Status

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 NameESOL Instruction Coach 1 FTE - 10
Extra Days bey**Account Number**

60-2200-132-19-000

Function Code2200 - Support Services (Instructional
Staff)**Object Code**151 - Additional compensation paid to
teachers**Allowable Use**12 - Addressing learning loss among
students, including vulnerable
populations.**Please describe the expenditures within the account and how they will address a COVID-19 need**

ESOL Elementary Instruction Coach 10 Extra Days: See line 49 for narrative

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$3,680
Budgeted Expenditures in SFY 2024	\$3,790
Total Expenditures	<u>\$7,470</u>

Status

Approved

Line Item ID: 443-3-0050

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

ESOL Instructional Coach Fringe 1 FTE

Account Number

60-2200-210-19-000

Function Code2200 - Support Services (Instructional
Staff)**Object Code**

210 - Group Insurance

Allowable Use12 - Addressing learning loss among
students, including vulnerable
populations.**Please describe the expenditures within the account and how they will address a COVID-19 need**

ESOL Elementary Instruction Coach Fringe: See line 49 for narrative

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$7,869
Budgeted Expenditures in SFY 2024	\$7,869
Total Expenditures	<u>\$15,738</u>

Status

Approved

Line Item ID: 443-3-0051

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

ESOL Instructional Coache 1 FTE FICA

Account Number

60-2200-220-19-000

Function Code

2200 - Support Services (Instructional Staff)

Object Code

220 - Social Security Contributions

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Please describe the expenditures within the account and how they will address a COVID-19 need

ESOL Elementary Instruction Coach FICA: See line 49 for narative

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$6,035**Budgeted Expenditures in SFY 2024** \$6,198**Total Expenditures** \$12,233**Status**

Approved

Line Item ID: 443-3-0052

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account NameESOL Instructional Coach 1 FTE
Unemployment**Account Number**

60-2200-250-19-000

Function Code

2200 - Support Services (Instructional Staff)

Object Code

260 - Unemployment Compensation

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Please describe the expenditures within the account and how they will address a COVID-19 need

ESOL Elementary Instruction Coach Unemployment: See line 49 for narative

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$80**Budgeted Expenditures in SFY 2024** \$81**Total Expenditures** \$161**Status**

Approved

Line Item ID: 443-3-0053

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account NameESOL Instructional Coach 1 FTE
Workman's Comp**Account Number**

60-2200-260-19-000

Function Code2200 - Support Services (Instructional
Staff)**Object Code**

270 - Worker's Compensation

Allowable Use12 - Addressing learning loss among
students, including vulnerable
populations.**Please describe the expenditures within the account and how they will address a COVID-19 need**

ESOL Elementary Instruction Coach Workman's Comp: See line 49 for narrative

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$98
Budgeted Expenditures in SFY 2024	\$100
Total Expenditures	<u>\$198</u>

Status

Approved

Line Item ID: 443-3-0054

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account NameRetention Pay \$1,200 for staff incentive
to retain**Account Number**

60-1000-154-XX-XXX

Function Code

1000 - Instruction

Object Code

150 - Additional Compensation

Allowable Use16 - Other activities necessary to
maintain LEA operations and services
and employ existing LEA staff.**Please describe the expenditures within the account and how they will address a COVID-19 need**

Retention pay will be paid to all USD 443 staff, both certified and classified, employed with the district by the first day of School, August 18, 2022 and be a current employee when retention pay is paid. With a significant number of vacancies across both academic and support areas, a retention stipend is needed to retain staff or class sizes will increase and the system will experience a loss of support to the education process. This request for incentive pay will be taken to the USD 443 Board of Education for approval at the June 2022 board meeting. USD 443 Staff will be notified of the retention pay once approved by the USD 443 Board of Education and KSDE.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$853,200
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$853,200</u>

Status

Approved

Line Item ID: 443-3-0055

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

FICA - Retention Pay

Account Number

60-1000-220-XX-XXX

Function Code

1000 - Instruction

Object Code

220 - Social Security Contributions

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Please describe the expenditures within the account and how they will address a COVID-19 need

Retention Pay FICA for staff incentive to retain and keep current employees

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$65,270
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	\$65,270

Status

Approved

Line Item ID: 443-3-0056

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

Unemployment - Retention Pay

Account Number

60-1000-250-XX-XXX

Function Code

1000 - Instruction

Object Code

260 - Unemployment Compensation

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Please describe the expenditures within the account and how they will address a COVID-19 need

Retention Pay UNEMPLOYMENT for staff incentive to retain and keep current employees

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$1,109
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	\$1,109

Status

Approved

Line Item ID: 443-3-0057

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

Workman's Comp - Retention Pay

Account Number

60-1000-260-XX-XXX

Function Code

1000 - Instruction

Object Code

270 - Worker's Compensation

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Please describe the expenditures within the account and how they will address a COVID-19 need

Retention Pay WORKMAN'S COMP for staff incentive to retain and keep current employees

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$1,058**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$1,058**Status**

Approved

Line Item ID: 443-3-0058

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

Retention Pay \$1,200 for staff incentive to retain

Account Number

60-2100-154-XX-XXX

Function Code

2100 - Support Services (Students)

Object Code

150 - Additional Compensation

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Please describe the expenditures within the account and how they will address a COVID-19 needRetention Pay salaries for staff incentive to retain and keep current employees See Line 55 for details
Classified salary - Social Worker**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$1,200**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$1,200**Status**

Approved

Line Item ID: 443-3-0059

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

FICA - Retention Pay

Account Number

60-2100-220-XX-XXX

Function Code

2100 - Support Services (Students)

Object Code

220 - Social Security Contributions

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Please describe the expenditures within the account and how they will address a COVID-19 need

Retention Pay FICA for staff incentive to retain and keep current employees

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$92**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$92**Status**

Approved

Line Item ID: 443-3-0060

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

Unemployment - Retention Pay

Account Number

60-2100-250-XX-XXX

Function Code

2100 - Support Services (Students)

Object Code

260 - Unemployment Compensation

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Please describe the expenditures within the account and how they will address a COVID-19 need

Retention Pay UNEMPLOYMENT for staff incentive to retain and keep current employees

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$2**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$2**Status**

Approved

Line Item ID: 443-3-0061

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

Workman's Comp - Retention Pay

Account Number

60-2100-260-XX-XXX

Function Code

2100 - Support Services (Students)

Object Code

270 - Worker's Compensation

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Please describe the expenditures within the account and how they will address a COVID-19 need

Retention Pay WORKMAN'S COMP for staff incentive to retain and keep current employees

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$1**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$1**Status**

Approved

Line Item ID: 443-3-0062

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

Retention Pay \$1,200 for staff incentive to retain

Account Number

60-2113-154-XX-XXX

Function Code

2113 - Social Work Services

Object Code

150 - Additional Compensation

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Please describe the expenditures within the account and how they will address a COVID-19 needRetention Pay salaries for staff incentive to retain and keep current employees See Line 55 for details
Classified salary - Social Worker**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$1,200**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$1,200**Status**

Approved

Line Item ID: 443-3-0063

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

FICA - Retention Pay

Account Number

60-2113-220-XX-XXX

Function Code

2113 - Social Work Services

Object Code

220 - Social Security Contributions

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Please describe the expenditures within the account and how they will address a COVID-19 need

Retention Pay FICA for staff incentive to retain and keep current employees

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$92**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$92**Status**

Approved

Line Item ID: 443-3-0064

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

Unemployment - Retention Pay

Account Number

60-2113-250-XX-XXX

Function Code

2113 - Social Work Services

Object Code

260 - Unemployment Compensation

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Please describe the expenditures within the account and how they will address a COVID-19 need

Retention Pay UNEMPLOYMENT for staff incentive to retain and keep current employees

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$2**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$2**Status**

Approved

Line Item ID: 443-3-0065

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

Workman's Comp - Retention Pay

Account Number

60-2113-260-XX-XXX

Function Code

2113 - Social Work Services

Object Code

270 - Worker's Compensation

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Please describe the expenditures within the account and how they will address a COVID-19 need

Retention Pay WORKMAN'S COMP for staff incentive to retain and keep current employees

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$1**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$1**Status**

Approved

Line Item ID: 443-3-0066

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

Retention Pay \$1,200 for staff incentive to retain

Account Number

60-2114-154-XX-XXX

Function Code

2114 - Student Accounting Services

Object Code

150 - Additional Compensation

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Please describe the expenditures within the account and how they will address a COVID-19 needRetention Pay salaries for staff incentive to retain and keep current employees See Line 55 for details
Classified salary - Instructional Coaches/Bright Beginnings**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$24,000**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$24,000**Status**

Approved

Line Item ID: 443-3-0067

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

FICA - Retention Pay

Account Number

60-2114-220-XX-XXX

Function Code

2114 - Student Accounting Services

Object Code

220 - Social Security Contributions

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Please describe the expenditures within the account and how they will address a COVID-19 need

Retention Pay FICA for staff incentive to retain and keep current employees

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$1,836**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$1,836**Status**

Approved

Line Item ID: 443-3-0068

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

Unemployment - Retention Pay

Account Number

60-2114-220-XX-XXX

Function Code

2114 - Student Accounting Services

Object Code

260 - Unemployment Compensation

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Please describe the expenditures within the account and how they will address a COVID-19 need

Retention Pay UNEMPLOYMENT for staff incentive to retain and keep current employees

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$31**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$31**Status**

Approved

Line Item ID: 443-3-0069

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

Workman's Comp - Retention Pay

Account Number

60-2114-250-XX-XXX

Function Code

2114 - Student Accounting Services

Object Code

270 - Worker's Compensation

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Please describe the expenditures within the account and how they will address a COVID-19 need

Retention Pay WORKMAN'S COMP for staff incentive to retain and keep current employees

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$30**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$30**Status**

Approved

Line Item ID: 443-3-0070

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

Retention Pay \$1,200 for staff incentive to retain

Account Number

60-2120-154-XX-XXX

Function Code

2120 - Guidance Services

Object Code

150 - Additional Compensation

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Please describe the expenditures within the account and how they will address a COVID-19 need

Retention Pay salaries for staff incentive to retain and keep current employees See Line 55 for details Counselors

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$20,400**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$20,400**Status**

Approved

Line Item ID: 443-3-0071

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

FICA - Retention Pay

Account Number

60-2120-220-XX-XXX

Function Code

2120 - Guidance Services

Object Code

220 - Social Security Contributions

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Please describe the expenditures within the account and how they will address a COVID-19 need

Retention Pay FICA for staff incentive to retain and keep current employees

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$1,561**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$1,561**Status**

Approved

Line Item ID: 443-3-0072

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

Unemployment - Retention Pay C

Account Number

60-2120-250-XX-XXX

Function Code

2120 - Guidance Services

Object Code

260 - Unemployment Compensation

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Please describe the expenditures within the account and how they will address a COVID-19 need

Retention Pay UNEMPLOYMENT for staff incentive to retain and keep current employees

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$27**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$27**Status**

Approved

Line Item ID: 443-3-0073

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

Workman's Comp - Retention Pay

Account Number

60-2120-260-XX-XXX

Function Code

2120 - Guidance Services

Object Code

270 - Worker's Compensation

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Please describe the expenditures within the account and how they will address a COVID-19 need

Retention Pay WORKMAN'S COMP for staff incentive to retain and keep current employees

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$25**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$25**Status**

Approved

Line Item ID: 443-3-0074

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

Retention Pay \$1,200 for staff incentive to retain

Account Number

60-2122-154-XX-XXX

Function Code

2122 - Counseling Services

Object Code

150 - Additional Compensation

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Please describe the expenditures within the account and how they will address a COVID-19 needRetention Pay salaries for staff incentive to retain and keep current employees See Line 55 for details
CTE Pathway Coordinator**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$1,200**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$1,200**Status**

Approved

Line Item ID: 443-3-0075

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

FICA - Retention Pay

Account Number

60-2122-220-XX-XXX

Function Code

2122 - Counseling Services

Object Code

220 - Social Security Contributions

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Please describe the expenditures within the account and how they will address a COVID-19 need

Retention Pay FICA for staff incentive to retain and keep current employees

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$92**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$92**Status**

Approved

Line Item ID: 443-3-0076

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

Unemployment - Retention Pay

Account Number

60-2122-250-XX-XXX

Function Code

2122 - Counseling Services

Object Code

260 - Unemployment Compensation

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Please describe the expenditures within the account and how they will address a COVID-19 need

Retention Pay UNEMPLOYMENT for staff incentive to retain and keep current employees

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$2**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$2**Status**

Approved

Line Item ID: 443-3-0077

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

Workman's Comp - Retention Pay

Account Number

60-2122-260-XX-XXX

Function Code

2122 - Counseling Services

Object Code

270 - Worker's Compensation

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Please describe the expenditures within the account and how they will address a COVID-19 need

Retention Pay WORKMAN'S COMP for staff incentive to retain and keep current employees

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$1**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$1**Status**

Approved

Line Item ID: 443-3-0078

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

Retention Pay \$1,200 for staff incentive to retain

Account Number

60-2130-154-XX-XXX

Function Code

2130 - Health Services

Object Code

150 - Additional Compensation

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Please describe the expenditures within the account and how they will address a COVID-19 needRetention Pay salaries for staff incentive to retain and keep current employees See Line 55 for details
Nurses**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$15,600**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$15,600**Status**

Approved

Line Item ID: 443-3-0079

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

FICA - Retention Pay

Account Number

60-2130-220-XX-XXX

Function Code

2130 - Health Services

Object Code

220 - Social Security Contributions

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Please describe the expenditures within the account and how they will address a COVID-19 need

Retention Pay FICA for staff incentive to retain and keep current employees

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$1,193**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$1,193**Status**

Approved

Line Item ID: 443-3-0080

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

Unemployment - Retention Pay

Account Number

60-2130-250-XX-XXX

Function Code

2130 - Health Services

Object Code

260 - Unemployment Compensation

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Please describe the expenditures within the account and how they will address a COVID-19 need

Retention Pay UNEMPLOYMENT for staff incentive to retain and keep current employees

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$20**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$20**Status**

Approved

Line Item ID: 443-3-0081

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

Workman's Comp - Retention Pay

Account Number

60-2130-260-XX-XXX

Function Code

2130 - Health Services

Object Code

270 - Worker's Compensation

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Please describe the expenditures within the account and how they will address a COVID-19 need

Retention Pay WORKMAN'S COMP for staff incentive to retain and keep current employees

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$19**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$19**Status**

Approved

Line Item ID: 443-3-0082

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

Retention Pay \$1,200 for staff incentive to retain

Account Number

60-2143-154-XX-XXX

Function Code

2143 - Psychological Counseling Services

Object Code

150 - Additional Compensation

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Please describe the expenditures within the account and how they will address a COVID-19 needRetention Pay salaries for staff incentive to retain and keep current employees See Line 55 for details
Behavior Coordinators**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$2,400**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$2,400**Status**

Approved

Line Item ID: 443-3-0083

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

FICA - Retention Pay

Account Number

60-2143-220-XX-XXX

Function Code2143 - Psychological Counseling
Services**Object Code**

220 - Social Security Contributions

Allowable Use16 - Other activities necessary to
maintain LEA operations and services
and employ existing LEA staff.**Please describe the expenditures within the account and how they will address a COVID-19 need**

Retention Pay FICA for staff incentive to retain and keep current employees

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$184**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$184**Status**

Approved

Line Item ID: 443-3-0084

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

Unemployment - Retention Pay

Account Number

60-2143-250-XX-XXX

Function Code2143 - Psychological Counseling
Services**Object Code**

260 - Unemployment Compensation

Allowable Use16 - Other activities necessary to
maintain LEA operations and services
and employ existing LEA staff.**Please describe the expenditures within the account and how they will address a COVID-19 need**

Retention Pay UNEMPLOYMENT for staff incentive to retain and keep current employees

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$3**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$3**Status**

Approved

Line Item ID: 443-3-0085

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

Workman's Comp - Retention Pay

Account Number

60-2143-260-XX-XXX

Function Code

2143 - Psychological Counseling Services

Object Code

270 - Worker's Compensation

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Please describe the expenditures within the account and how they will address a COVID-19 need

Retention Pay WORKMAN'S COMP for staff incentive to retain and keep current employees

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$3**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$3**Status**

Approved

Line Item ID: 443-3-0086

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

Retention Pay \$1,200 for staff incentive to retain

Account Number

60-2200-154-XX-XXX

Function Code

2200 - Support Services (Instructional Staff)

Object Code

150 - Additional Compensation

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Please describe the expenditures within the account and how they will address a COVID-19 need

Retention Pay salaries for staff incentive to retain and keep current employees See Line 55 for details Librarians

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$16,800**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$16,800**Status**

Approved

Line Item ID: 443-3-0087

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

FICA - Retention Pay

Account Number

60-2200-220-XX-XXX

Function Code

2200 - Support Services (Instructional Staff)

Object Code

220 - Social Security Contributions

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Please describe the expenditures within the account and how they will address a COVID-19 need

Retention Pay FICA for staff incentive to retain and keep current employees

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$1,285**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$1,285**Status**

Approved

Line Item ID: 443-3-0088

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

Unemployment - Retention Pay

Account Number

60-2200-250-XX-XXX

Function Code

2200 - Support Services (Instructional Staff)

Object Code

260 - Unemployment Compensation

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Please describe the expenditures within the account and how they will address a COVID-19 need

Retention Pay UNEMPLOYMENT for staff incentive to retain and keep current employees

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$22**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$22**Status**

Approved

Line Item ID: 443-3-0089

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

Workman's Comp - Retention Pay

Account Number

60-2200-260-XX-XXX

Function Code

2200 - Support Services (Instructional Staff)

Object Code

270 - Worker's Compensation

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Please describe the expenditures within the account and how they will address a COVID-19 need

Retention Pay WORKMAN'S COMP for staff incentive to retain and keep current employees

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$21**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$21**Status**

Approved

Line Item ID: 443-3-0090

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

Retention Pay \$1,200 for staff incentive to retain

Account Number

60-2201-154-XX-XXX

Function Code

2200 - Support Services (Instructional Staff)

Object Code

150 - Additional Compensation

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Please describe the expenditures within the account and how they will address a COVID-19 needRetention Pay salaries for staff incentive to retain and keep current employees See Line 55 for details
First Stop Enrollment Center**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$1,200**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$1,200**Status**

Approved

Line Item ID: 443-3-0091

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

FICA - Retention Pay

Account Number

60-2201-220-XX-XXX

Function Code

2200 - Support Services (Instructional Staff)

Object Code

220 - Social Security Contributions

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Please describe the expenditures within the account and how they will address a COVID-19 need

Retention Pay FICA for staff incentive to retain and keep current employees

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$92**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$92**Status**

Approved

Line Item ID: 443-3-0092

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

Unemployment - Retention Pay

Account Number

60-2201-250-XX-XXX

Function Code

2200 - Support Services (Instructional Staff)

Object Code

260 - Unemployment Compensation

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Please describe the expenditures within the account and how they will address a COVID-19 need

Retention Pay UNEMPLOYMENT for staff incentive to retain and keep current employees

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$2**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$2**Status**

Approved

Line Item ID: 443-3-0093

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

Workman's Comp - Retention Pay

Account Number

60-2201-260-XX-XXX

Function Code

2200 - Support Services (Instructional Staff)

Object Code

270 - Worker's Compensation

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Please describe the expenditures within the account and how they will address a COVID-19 need

Retention Pay WORKMAN'S COMP for staff incentive to retain and keep current employees

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$1**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$1**Status**

Approved

Line Item ID: 443-3-0094

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

Retention Pay \$1,200 for staff incentive to retain

Account Number

60-2211-154-XX-XXX

Function Code

2211 - Supervision of Improvement of Instruction Services

Object Code

150 - Additional Compensation

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Please describe the expenditures within the account and how they will address a COVID-19 needRetention Pay salaries for staff incentive to retain and keep current employees See Line 55 for details
Academic Interventionists**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$2,400**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$2,400**Status**

Approved

Line Item ID: 443-3-0095

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

FICA - Retention Pay

Account Number

60-2211-220-XX-XXX

Function Code

2211 - Supervision of Improvement of Instruction Services

Object Code

220 - Social Security Contributions

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Please describe the expenditures within the account and how they will address a COVID-19 need

Retention Pay FICA for staff incentive to retain and keep current employees

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$184**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$184**Status**

Approved

Line Item ID: 443-3-0096

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

Unemployment - Retention Pay

Account Number

60-2211-250-XX-XXX

Function Code

2211 - Supervision of Improvement of Instruction Services

Object Code

260 - Unemployment Compensation

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Please describe the expenditures within the account and how they will address a COVID-19 need

Retention Pay UNEMPLOYMENT for staff incentive to retain and keep current employees

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$3**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$3**Status**

Approved

Line Item ID: 443-3-0097

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

Workman's Comp - Retention Pay

Account Number

60-2211-260-XX-XXX

Function Code

2211 - Supervision of Improvement of Instruction Services

Object Code

270 - Worker's Compensation

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Please describe the expenditures within the account and how they will address a COVID-19 need

Retention Pay WORKMAN'S COMP for staff incentive to retain and keep current employees

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$3**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$3**Status**

Approved

Line Item ID: 443-3-0098

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

Retention Pay \$1,200 for staff incentive to retain

Account Number

60-2212-154-XX-XXX

Function Code

2212 - Instruction and Curriculum Development Services

Object Code

150 - Additional Compensation

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Please describe the expenditures within the account and how they will address a COVID-19 needRetention Pay salaries for staff incentive to retain and keep current employees See Line 55 for details
Family Community Facilitator Bright Beginnings**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$1,200**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$1,200**Status**

Approved

Line Item ID: 443-3-0099

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

FICA - Retention Pay

Account Number

60-2212-220-XX-XXX

Function Code2212 - Instruction and Curriculum
Development Services**Object Code**

220 - Social Security Contributions

Allowable Use16 - Other activities necessary to
maintain LEA operations and services
and employ existing LEA staff.**Please describe the expenditures within the account and how they will address a COVID-19 need**

Retention Pay FICA for staff incentive to retain and keep current employees

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$92**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$92**Status**

Approved

Line Item ID: 443-3-0100

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

Unemployment - Retention Pay

Account Number

60-2212-250-XX-XXX

Function Code2212 - Instruction and Curriculum
Development Services**Object Code**

260 - Unemployment Compensation

Allowable Use16 - Other activities necessary to
maintain LEA operations and services
and employ existing LEA staff.**Please describe the expenditures within the account and how they will address a COVID-19 need**

Retention Pay UNEMPLOYMENT for staff incentive to retain and keep current employees

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$2**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$2**Status**

Approved

Line Item ID: 443-3-0101

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

Workman's Comp - Retention Pay

Account Number

60-2212-260-XX-XXX

Function Code2212 - Instruction and Curriculum
Development Services**Object Code**

270 - Worker's Compensation

Allowable Use16 - Other activities necessary to
maintain LEA operations and services
and employ existing LEA staff.**Please describe the expenditures within the account and how they will address a COVID-19 need**

Retention Pay WORKMAN'S COMP for staff incentive to retain and keep current employees

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$1**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$1**Status**

Approved

Line Item ID: 443-3-0102

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account NameRetention Pay \$1,200 for staff incentive
to retain**Account Number**

60-2215-154-XX-XXX

Function Code

2590 - Central Services

Object Code

150 - Additional Compensation

Allowable Use16 - Other activities necessary to
maintain LEA operations and services
and employ existing LEA staff.**Please describe the expenditures within the account and how they will address a COVID-19 need**Retention Pay salaries for staff incentive to retain and keep current employees See Line 55 for details
Technology Support Staff**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$1,200**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$1,200**Status**

Approved

Line Item ID: 443-3-0103

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

FICA - Retention Pay

Account Number

60-2215-220-XX-XXX

Function Code

2590 - Central Services

Object Code

220 - Social Security Contributions

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Please describe the expenditures within the account and how they will address a COVID-19 need

Retention Pay FICA for staff incentive to retain and keep current employees

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$92**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$92**Status**

Approved

Line Item ID: 443-3-0104

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

Unemployment - Retention Pay C

Account Number

60-2215-250-XX-XXX

Function Code

2590 - Central Services

Object Code

260 - Unemployment Compensation

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Please describe the expenditures within the account and how they will address a COVID-19 need

Retention Pay UNEMPLOYMENT for staff incentive to retain and keep current employees

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$2**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$2**Status**

Approved

Line Item ID: 443-3-0105

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

Workman's Comp - Retention Pay

Account Number

60-2215-260-XX-XXX

Function Code

2590 - Central Services

Object Code

270 - Worker's Compensation

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Please describe the expenditures within the account and how they will address a COVID-19 need

Retention Pay WORKMAN'S COMP for staff incentive to retain and keep current employees

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$1**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$1**Status**

Approved

Line Item ID: 443-3-0106

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

Retention Pay \$1,200 for staff incentive to retain

Account Number

60-2320-154-XX-XXX

Function Code

2320 - Executive Administration Services

Object Code

150 - Additional Compensation

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Please describe the expenditures within the account and how they will address a COVID-19 need

Retention Pay salaries for staff incentive to retain and keep current employees See Line 55 for details Superintendent and Admin Assistant, 2 Admin Building Receptionist, 3 Bright Beginnings Admin

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$8,400**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$8,400**Status**

Approved

Line Item ID: 443-3-0107

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

FICA - Retention Pay

Account Number

60-2320-220-XX-XXX

Function Code2320 - Executive Administration
Services**Object Code**

220 - Social Security Contributions

Allowable Use16 - Other activities necessary to
maintain LEA operations and services
and employ existing LEA staff.**Please describe the expenditures within the account and how they will address a COVID-19 need**

Retention Pay FICA for staff incentive to retain and keep current employees

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$643**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$643**Status**

Approved

Line Item ID: 443-3-0108

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

Unemployment - Retention Pay

Account Number

60-2320-250-XX-XXX

Function Code2320 - Executive Administration
Services**Object Code**

260 - Unemployment Compensation

Allowable Use16 - Other activities necessary to
maintain LEA operations and services
and employ existing LEA staff.**Please describe the expenditures within the account and how they will address a COVID-19 need**

Retention Pay UNEMPLOYMENT for staff incentive to retain and keep current employees

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$11**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$11**Status**

Approved

Line Item ID: 443-3-0109

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

Workman's Comp - Retention Pay

Account Number

60-2320-260-XX-XXX

Function Code2320 - Executive Administration
Services**Object Code**

270 - Worker's Compensation

Allowable Use16 - Other activities necessary to
maintain LEA operations and services
and employ existing LEA staff.**Please describe the expenditures within the account and how they will address a COVID-19 need**

Retention Pay WORKMAN'S COMP for staff incentive to retain and keep current employees

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$10**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$10**Status**

Approved

Line Item ID: 443-3-0110

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account NameRetention Pay \$1,200 for staff incentive
to retain**Account Number**

60-2321-154-XX-XXX

Function Code2321 - Office of the Superintendent
Services**Object Code**

150 - Additional Compensation

Allowable Use16 - Other activities necessary to
maintain LEA operations and services
and employ existing LEA staff.**Please describe the expenditures within the account and how they will address a COVID-19 need**Retention Pay salaries for staff incentive to retain and keep current employees See Line 55 for details
Asst Superintendents, Deputy Superintendent and Admin Assistant**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$4,800**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$4,800**Status**

Approved

Line Item ID: 443-3-0111

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

FICA - Retention Pay

Account Number

60-2321-220-XX-XXX

Function Code2321 - Office of the Superintendent
Services**Object Code**

220 - Social Security Contributions

Allowable Use16 - Other activities necessary to
maintain LEA operations and services
and employ existing LEA staff.**Please describe the expenditures within the account and how they will address a COVID-19 need**

Retention Pay FICA for staff incentive to retain and keep current employees

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$367**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$367**Status**

Approved

Line Item ID: 443-3-0112

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

Unemployment - Retention Pay

Account Number

60-2321-250-XX-XXX

Function Code2321 - Office of the Superintendent
Services**Object Code**

260 - Unemployment Compensation

Allowable Use16 - Other activities necessary to
maintain LEA operations and services
and employ existing LEA staff.**Please describe the expenditures within the account and how they will address a COVID-19 need**

Retention Pay UNEMPLOYMENT for staff incentive to retain and keep current employees

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$6**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$6**Status**

Approved

Line Item ID: 443-3-0113

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

Workman's Comp - Retention Pay

Account Number

60-2321-260-XX-XXX

Function Code2321 - Office of the Superintendent
Services**Object Code**

270 - Worker's Compensation

Allowable Use16 - Other activities necessary to
maintain LEA operations and services
and employ existing LEA staff.**Please describe the expenditures within the account and how they will address a COVID-19 need**

Retention Pay WORKMAN'S COMP for staff incentive to retain and keep current employees

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$6**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$6**Status**

Approved

Line Item ID: 443-3-0114

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account NameRetention Pay \$1,200 for staff incentive
to retain**Account Number**

60-2323-154-XX-XXX

Function Code2323 - State and Federal Relations
Services**Object Code**

150 - Additional Compensation

Allowable Use16 - Other activities necessary to
maintain LEA operations and services
and employ existing LEA staff.**Please describe the expenditures within the account and how they will address a COVID-19 need**Retention Pay salaries for staff incentive to retain and keep current employees See Line 55 for details
State and Federal Programs, ESOL and Diversity Director, Engagement Coordinator and Classified ESOL Office Staff**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$10,800**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$10,800**Status**

Approved

Line Item ID: 443-3-0115

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

FICA - Retention Pay

Account Number

60-2323-220-XX-XXX

Function Code2323 - State and Federal Relations
Services**Object Code**

220 - Social Security Contributions

Allowable Use16 - Other activities necessary to
maintain LEA operations and services
and employ existing LEA staff.**Please describe the expenditures within the account and how they will address a COVID-19 need**

Retention Pay FICA for staff incentive to retain and keep current employees

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$826**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$826**Status**

Approved

Line Item ID: 443-3-0116

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

Unemployment - Retention Pay

Account Number

60-2323-250-XX-XXX

Function Code2323 - State and Federal Relations
Services**Object Code**

260 - Unemployment Compensation

Allowable Use16 - Other activities necessary to
maintain LEA operations and services
and employ existing LEA staff.**Please describe the expenditures within the account and how they will address a COVID-19 need**

Retention Pay UNEMPLOYMENT for staff incentive to retain and keep current employees

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$14**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$14**Status**

Approved

Line Item ID: 443-3-0117

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

Workman's Comp - Retention Pay

Account Number

60-2323-260-XX-XXX

Function Code2323 - State and Federal Relations
Services**Object Code**

270 - Worker's Compensation

Allowable Use16 - Other activities necessary to
maintain LEA operations and services
and employ existing LEA staff.**Please describe the expenditures within the account and how they will address a COVID-19 need**

Retention Pay WORKMAN'S COMP for staff incentive to retain and keep current employees

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$13**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$13**Status**

Approved

Line Item ID: 443-3-0118

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account NameRetention Pay \$1,200 for staff incentive
to retain**Account Number**

60-2400-154-XX-XXX

Function Code2400 - Support Services (School
Administration)**Object Code**

150 - Additional Compensation

Allowable Use16 - Other activities necessary to
maintain LEA operations and services
and employ existing LEA staff.**Please describe the expenditures within the account and how they will address a COVID-19 need**Retention Pay salaries for staff incentive to retain and keep current employees See Line 55 for details
Principals and secretaries to principals**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$84,000**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$84,000**Status**

Approved

Line Item ID: 443-3-0119

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

FICA - Retention Pay

Account Number

60-2400-220-XX-XXX

Function Code

2400 - Support Services (School Administration)

Object Code

220 - Social Security Contributions

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Please describe the expenditures within the account and how they will address a COVID-19 need

Retention Pay FICA for staff incentive to retain and keep current employees

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$6,426**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$6,426**Status**

Approved

Line Item ID: 443-3-0120

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

Unemployment - Retention Pay

Account Number

60-2400-250-XX-XXX

Function Code

2400 - Support Services (School Administration)

Object Code

260 - Unemployment Compensation

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Please describe the expenditures within the account and how they will address a COVID-19 need

Retention Pay UNEMPLOYMENT for staff incentive to retain and keep current employees

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$109**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$109**Status**

Approved

Line Item ID: 443-3-0121

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

Workman's Comp - Retention Pay

Account Number

60-2400-260-XX-XXX

Function Code

2400 - Support Services (School Administration)

Object Code

270 - Worker's Compensation

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Please describe the expenditures within the account and how they will address a COVID-19 need

Retention Pay WORKMAN'S COMP for staff incentive to retain and keep current employees

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$104**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$104**Status**

Approved

Line Item ID: 443-3-0122

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

Retention Pay \$1,200 for staff incentive to retain

Account Number

60-2510-154-XX-XXX

Function Code

2510 - Fiscal Services

Object Code

150 - Additional Compensation

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Please describe the expenditures within the account and how they will address a COVID-19 needRetention Pay salaries for staff incentive to retain and keep current employees See Line 55 for details
Director of Finance and District Comptroller and Business Office Classified Staff**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$10,800**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$10,800**Status**

Approved

Line Item ID: 443-3-0123

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

FICA - Retention Pay

Account Number

60-2510-220-XX-XXX

Function Code

2510 - Fiscal Services

Object Code

220 - Social Security Contributions

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Please describe the expenditures within the account and how they will address a COVID-19 need

Retention Pay FICA for staff incentive to retain and keep current employees

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$826**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$826**Status**

Approved

Line Item ID: 443-3-0124

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

Unemployment - Retention Pay

Account Number

60-2510-250-XX-XXX

Function Code

2510 - Fiscal Services

Object Code

260 - Unemployment Compensation

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Please describe the expenditures within the account and how they will address a COVID-19 need

Retention Pay UNEMPLOYMENT for staff incentive to retain and keep current employees

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$14**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$14**Status**

Approved

Line Item ID: 443-3-0125

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

Workman's Comp - Retention Pay

Account Number

60-2510-260-XX-XXX

Function Code

2510 - Fiscal Services

Object Code

270 - Worker's Compensation

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Please describe the expenditures within the account and how they will address a COVID-19 need

Retention Pay WORKMAN'S COMP for staff incentive to retain and keep current employees

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$13**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$13**Status**

Approved

Line Item ID: 443-3-0126

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

Retention Pay \$1,200 for staff incentive to retain

Account Number

60-2560-154-XX-XXX

Function Code

2590 - Central Services

Object Code

150 - Additional Compensation

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Please describe the expenditures within the account and how they will address a COVID-19 needRetention Pay salaries for staff incentive to retain and keep current employees See Line 55 for details
Public Information Office Staff**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$3,600**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$3,600**Status**

Approved

Line Item ID: 443-3-0127

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

FICA - Retention Pay

Account Number

60-2560-220-XX-XXX

Function Code

2590 - Central Services

Object Code

220 - Social Security Contributions

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Please describe the expenditures within the account and how they will address a COVID-19 need

Retention Pay FICA for staff incentive to retain and keep current employees

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$275**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$275**Status**

Approved

Line Item ID: 443-3-0128

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

Unemployment - Retention Pay C

Account Number

60-2560-250-XX-XXX

Function Code

2590 - Central Services

Object Code

260 - Unemployment Compensation

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Please describe the expenditures within the account and how they will address a COVID-19 need

Retention Pay UNEMPLOYMENT for staff incentive to retain and keep current employees

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$5**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$5**Status**

Approved

Line Item ID: 443-3-0129

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

Workman's Comp - Retention Pay

Account Number

60-2560-260-XX-XXX

Function Code

2590 - Central Services

Object Code

270 - Worker's Compensation

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Please describe the expenditures within the account and how they will address a COVID-19 need

Retention Pay WORKMAN'S COMP for staff incentive to retain and keep current employees

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$4**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$4**Status**

Approved

Line Item ID: 443-3-0130

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

Retention Pay \$1,200 for staff incentive to retain

Account Number

60-2571-154-XX-XXX

Function Code

2590 - Central Services

Object Code

150 - Additional Compensation

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Please describe the expenditures within the account and how they will address a COVID-19 needRetention Pay salaries for staff incentive to retain and keep current employees See Line 55 for details
Human Resources Office Staff**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$8,400**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$8,400**Status**

Approved

Line Item ID: 443-3-0131

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

FICA - Retention Pay

Account Number

60-2571-220-XX-XXX

Function Code

2590 - Central Services

Object Code

220 - Social Security Contributions

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Please describe the expenditures within the account and how they will address a COVID-19 need

Retention Pay FICA for staff incentive to retain and keep current employees

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$643**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$643**Status**

Approved

Line Item ID: 443-3-0132

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

Unemployment - Retention Pay

Account Number

60-2571-250-XX-XXX

Function Code

2590 - Central Services

Object Code

260 - Unemployment Compensation

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Please describe the expenditures within the account and how they will address a COVID-19 need

Retention Pay UNEMPLOYMENT for staff incentive to retain and keep current employees

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$11**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$11**Status**

Approved

Line Item ID: 443-3-0133

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

Workman's Comp - Retention Pay

Account Number

60-2571-260-XX-XXX

Function Code

2590 - Central Services

Object Code

270 - Worker's Compensation

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Please describe the expenditures within the account and how they will address a COVID-19 need

Retention Pay WORKMAN'S COMP for staff incentive to retain and keep current employees

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$10**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$10**Status**

Approved

Line Item ID: 443-3-0134

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

Retention Pay \$1,200 for staff incentive to retain

Account Number

60-2580-154-XX-XXX

Function Code

2590 - Central Services

Object Code

120 - Regular Non-Certified Salaries

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Please describe the expenditures within the account and how they will address a COVID-19 needRetention Pay salaries for staff incentive to retain and keep current employees See Line 55 for details
Technology Classified staff**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$13,200**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$13,200**Status**

Approved

Line Item ID: 443-3-0135

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

FICA - Retention Pay

Account Number

60-2580-220-XX-XXX

Function Code

2590 - Central Services

Object Code

220 - Social Security Contributions

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Please describe the expenditures within the account and how they will address a COVID-19 need

Retention Pay FICA for staff incentive to retain and keep current employees

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$1,010**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$1,010**Status**

Approved

Line Item ID: 443-3-0136

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

Unemployment - Retention Pay

Account Number

60-2580-250-XX-XXX

Function Code

2590 - Central Services

Object Code

260 - Unemployment Compensation

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Please describe the expenditures within the account and how they will address a COVID-19 need

Retention Pay UNEMPLOYMENT for staff incentive to retain and keep current employees

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$17**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$17**Status**

Approved

Line Item ID: 443-3-0137

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

Workman's Comp - Retention Pay

Account Number

60-2580-260-XX-XXX

Function Code

2590 - Central Services

Object Code

270 - Worker's Compensation

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Please describe the expenditures within the account and how they will address a COVID-19 need

Retention Pay WORKMAN'S COMP for staff incentive to retain and keep current employees

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$16**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$16**Status**

Approved

Line Item ID: 443-3-0138

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

Retention Pay \$1,200 for staff incentive to retain

Account Number

60-2581-154-XX-XXX

Function Code

2590 - Central Services

Object Code

150 - Additional Compensation

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Please describe the expenditures within the account and how they will address a COVID-19 needRetention Pay salaries for staff incentive to retain and keep current employees See Line 55 for details
Technology Supervisor Staff**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$3,600**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$3,600**Status**

Approved

Line Item ID: 443-3-0139

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

FICA - Retention Pay

Account Number

60-2581-220-XX-XXX

Function Code

2590 - Central Services

Object Code

220 - Social Security Contributions

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Please describe the expenditures within the account and how they will address a COVID-19 need

Retention Pay FICA for staff incentive to retain and keep current employees

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$275**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$275**Status**

Approved

Line Item ID: 443-3-0140

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

Unemployment - Retention Pay

Account Number

60-2581-250-XX-XXX

Function Code

2590 - Central Services

Object Code

260 - Unemployment Compensation

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Please describe the expenditures within the account and how they will address a COVID-19 need

Retention Pay UNEMPLOYMENT for staff incentive to retain and keep current employees

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$5**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$5**Status**

Approved

Line Item ID: 443-3-0141

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

Workman's Comp - Retention Pay

Account Number

60-2581-260-XX-XXX

Function Code

2590 - Central Services

Object Code

270 - Worker's Compensation

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Please describe the expenditures within the account and how they will address a COVID-19 need

Retention Pay WORKMAN'S COMP for staff incentive to retain and keep current employees

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$4**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$4**Status**

Approved

Line Item ID: 443-3-0142

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

Retention Pay \$1,200 for staff incentive to retain

Account Number

60-2600-154-XX-XXX

Function Code

2600 - Operation and Maintenance of Plant Services (All except Transportation)

Object Code

150 - Additional Compensation

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Please describe the expenditures within the account and how they will address a COVID-19 needRetention Pay salaries for staff incentive to retain and keep current employees See Line 55 for details
Maintenance Classified Staff**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$104,400**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$104,400**Status**

Approved

Line Item ID: 443-3-0143

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

FICA - Retention Pay

Account Number

60-2600-220-XX-XXX

Function Code

2600 - Operation and Maintenance of Plant Services (All except Transportation)

Object Code

220 - Social Security Contributions

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Please describe the expenditures within the account and how they will address a COVID-19 need

Retention Pay FICA for staff incentive to retain and keep current employees

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$7,987**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$7,987**Status**

Approved

Line Item ID: 443-3-0144

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

Unemployment - Retention Pay

Account Number

60-2600-250-XX-XXX

Function Code

2600 - Operation and Maintenance of Plant Services (All except Transportation)

Object Code

260 - Unemployment Compensation

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Please describe the expenditures within the account and how they will address a COVID-19 need

Retention Pay UNEMPLOYMENT for staff incentive to retain and keep current employees

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$136**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$136**Status**

Approved

Line Item ID: 443-3-0145

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

Workman's Comp - Retention Pay

Account Number

60-2600-260-XX-XXX

Function Code

2600 - Operation and Maintenance of Plant Services (All except Transportation)

Object Code

270 - Worker's Compensation

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Please describe the expenditures within the account and how they will address a COVID-19 need

Retention Pay WORKMAN'S COMP for staff incentive to retain and keep current employees

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$129**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$129**Status**

Approved

Line Item ID: 443-3-0146

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

Retention Pay \$1,200 for staff incentive to retain

Account Number

60-2670-154-XX-XXX

Function Code

2670 - Safety

Object Code

150 - Additional Compensation

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Please describe the expenditures within the account and how they will address a COVID-19 needRetention Pay salaries for staff incentive to retain and keep current employees See Line 55 for details
Safety and Security**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$1,200**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$1,200**Status**

Approved

Line Item ID: 443-3-0147

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

FICA - Retention Pay

Account Number

60-2670-220-XX-XXX

Function Code

2670 - Safety

Object Code

220 - Social Security Contributions

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Please describe the expenditures within the account and how they will address a COVID-19 need

Retention Pay FICA for staff incentive to retain and keep current employees

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$92**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$92**Status**

Approved

Line Item ID: 443-3-0148

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

Unemployment - Retention Pay

Account Number

60-2670-250-XX-XXX

Function Code

2670 - Safety

Object Code

260 - Unemployment Compensation

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Please describe the expenditures within the account and how they will address a COVID-19 need

Retention Pay UNEMPLOYMENT for staff incentive to retain and keep current employees

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$2**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$2**Status**

Approved

Line Item ID: 443-3-0149

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

Workman's Comp - Retention Pay

Account Number

60-2670-260-XX-XXX

Function Code

2670 - Safety

Object Code

270 - Worker's Compensation

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Please describe the expenditures within the account and how they will address a COVID-19 need

Retention Pay WORKMAN'S COMP for staff incentive to retain and keep current employees

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$1**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$1**Status**

Approved

Line Item ID: 443-3-0150

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

Retention Pay \$1,200 for staff incentive to retain

Account Number

60-2700-154-XX-XXX

Function Code

2700 - Student Transportation Services

Object Code

150 - Additional Compensation

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Please describe the expenditures within the account and how they will address a COVID-19 needRetention Pay salaries for staff incentive to retain and keep current employees See Line 55 for details
Transportation Director**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$1,200**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$1,200**Status**

Approved

Line Item ID: 443-3-0151

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

FICA - Retention Pay

Account Number

60-2700-220-XX-XXX

Function Code

2700 - Student Transportation Services

Object Code

220 - Social Security Contributions

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Please describe the expenditures within the account and how they will address a COVID-19 need

Retention Pay FICA for staff incentive to retain and keep current employees

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$92**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$92**Status**

Approved

Line Item ID: 443-3-0152

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

Unemployment - Retention Pay

Account Number

60-2700-250-XX-XXX

Function Code

2700 - Student Transportation Services

Object Code

260 - Unemployment Compensation

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Please describe the expenditures within the account and how they will address a COVID-19 need

Retention Pay UNEMPLOYMENT for staff incentive to retain and keep current employees

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$2**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$2**Status**

Approved

Line Item ID: 443-3-0153

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

Workman's Comp - Retention Pay

Account Number

60-2700-260-XX-XXX

Function Code

2700 - Student Transportation Services

Object Code

270 - Worker's Compensation

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Please describe the expenditures within the account and how they will address a COVID-19 need

Retention Pay WORKMAN'S COMP for staff incentive to retain and keep current employees

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$1**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$1**Status**

Approved

Line Item ID: 443-3-0154

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

Retention Pay \$1,000 for staff incentive to retain

Account Number

60-2710-154-XX-XXX

Function Code

2710 - Vehicle Operation

Object Code

150 - Additional Compensation

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Please describe the expenditures within the account and how they will address a COVID-19 needRetention Pay salaries for staff incentive to retain and keep current employees See Line 55 for details
Transportation Classified Office Staff**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$1,200**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$1,200**Status**

Approved

Line Item ID: 443-3-0155

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

FICA - Retention Pay

Account Number

60-2710-220-XX-XXX

Function Code

2710 - Vehicle Operation

Object Code

220 - Social Security Contributions

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Please describe the expenditures within the account and how they will address a COVID-19 need

Retention Pay FICA for staff incentive to retain and keep current employees

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$92**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$92**Status**

Approved

Line Item ID: 443-3-0156

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

Unemployment - Retention Pay

Account Number

60-2710-250-XX-XXX

Function Code

2710 - Vehicle Operation

Object Code

260 - Unemployment Compensation

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Please describe the expenditures within the account and how they will address a COVID-19 need

Retention Pay UNEMPLOYMENT for staff incentive to retain and keep current employees

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$2**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$2**Status**

Approved

Line Item ID: 443-3-0157

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

Workman's Comp - Retention Pay

Account Number

60-2710-260-XX-XXX

Function Code

2710 - Vehicle Operation

Object Code

270 - Worker's Compensation

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Please describe the expenditures within the account and how they will address a COVID-19 need

Retention Pay WORKMAN'S COMP for staff incentive to retain and keep current employees

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$1**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$1**Status**

Approved

Line Item ID: 443-3-0158

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

Retention Pay \$1,200 for staff incentive to retain

Account Number

60-2720-154-XX-XXX

Function Code

2720 - Monitoring Services

Object Code

150 - Additional Compensation

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Please describe the expenditures within the account and how they will address a COVID-19 needRetention Pay salaries for staff incentive to retain and keep current employees See Line 55 for details
Transportation Bus Drivers**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$48,000**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$48,000**Status**

Approved

Line Item ID: 443-3-0159

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

FICA - Retention Pay

Account Number

60-2720-220-XX-XXX

Function Code

2720 - Monitoring Services

Object Code

220 - Social Security Contributions

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Please describe the expenditures within the account and how they will address a COVID-19 need

Retention Pay FICA for staff incentive to retain and keep current employees

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$3,672**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$3,672**Status**

Approved

Line Item ID: 443-3-0160

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

Unemployment - Retention Pay

Account Number

60-2720-250-XX-XXX

Function Code

2720 - Monitoring Services

Object Code

260 - Unemployment Compensation

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Please describe the expenditures within the account and how they will address a COVID-19 need

Retention Pay UNEMPLOYMENT for staff incentive to retain and keep current employees

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$62**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$62**Status**

Approved

Line Item ID: 443-3-0161

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

Workman's Comp - Retention Pay

Account Number

60-2720-260-XX-XXX

Function Code

2720 - Monitoring Services

Object Code

270 - Worker's Compensation

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Please describe the expenditures within the account and how they will address a COVID-19 need

Retention Pay WORKMAN'S COMP for staff incentive to retain and keep current employees

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$59**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$59**Status**

Approved

Line Item ID: 443-3-0162

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

Retention Pay \$1,200 for staff incentive to retain

Account Number

60-2740-154-XX-XXX

Function Code

2730 - Vehicle Servicing and Maintenance

Object Code

150 - Additional Compensation

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Please describe the expenditures within the account and how they will address a COVID-19 needRetention Pay salaries for staff incentive to retain and keep current employees See Line 55 for details
Transportation Staff**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$4,800**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$4,800**Status**

Approved

Line Item ID: 443-3-0163

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

FICA - Retention Pay

Account Number

60-2740-220-XX-XXX

Function Code2730 - Vehicle Servicing and
Maintenance**Object Code**

220 - Social Security Contributions

Allowable Use16 - Other activities necessary to
maintain LEA operations and services
and employ existing LEA staff.**Please describe the expenditures within the account and how they will address a COVID-19 need**

Retention Pay FICA for staff incentive to retain and keep current employees

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$367**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$367**Status**

Approved

Line Item ID: 443-3-0164

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

Unemployment - Retention Pay

Account Number

60-2740-250-XX-XXX

Function Code2730 - Vehicle Servicing and
Maintenance**Object Code**

260 - Unemployment Compensation

Allowable Use16 - Other activities necessary to
maintain LEA operations and services
and employ existing LEA staff.**Please describe the expenditures within the account and how they will address a COVID-19 need**

Retention Pay UNEMPLOYMENT for staff incentive to retain and keep current employees

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$6**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$6**Status**

Approved

Line Item ID: 443-3-0165

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

Workman's Comp - Retention Pay

Account Number

60-2740-260-XX-XXX

Function Code2730 - Vehicle Servicing and
Maintenance**Object Code**

270 - Worker's Compensation

Allowable Use16 - Other activities necessary to
maintain LEA operations and services
and employ existing LEA staff.**Please describe the expenditures within the account and how they will address a COVID-19 need**

Retention Pay WORKMAN'S COMP for staff incentive to retain and keep current employees

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$6**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$6**Status**

Approved

Line Item ID: 443-3-0166

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account NameRetention Pay \$1,200 for staff incentive
to retain**Account Number**

60-3100-154-XX-XXX

Function Code

3100 - Food Service Operations

Object Code

150 - Additional Compensation

Allowable Use16 - Other activities necessary to
maintain LEA operations and services
and employ existing LEA staff.**Please describe the expenditures within the account and how they will address a COVID-19 need**Retention Pay salaries for staff incentive to retain and keep current employees See Line 55 for details
Nutrition Staff**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$98,400**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$98,400**Status**

Approved

Line Item ID: 443-3-0167

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

FICA - Retention Pay

Account Number

60-3100-220-XX-XXX

Function Code

3100 - Food Service Operations

Object Code

220 - Social Security Contributions

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Please describe the expenditures within the account and how they will address a COVID-19 need

Retention Pay FICA for staff incentive to retain and keep current employees

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$7,320**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$7,320**Status**

Approved

Line Item ID: 443-3-0168

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

Unemployment - Retention Pay

Account Number

60-3100-250-XX-XXX

Function Code

3100 - Food Service Operations

Object Code

260 - Unemployment Compensation

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Please describe the expenditures within the account and how they will address a COVID-19 need

Retention Pay UNEMPLOYMENT for staff incentive to retain and keep current employees

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$127**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$127**Status**

Approved

Line Item ID: 443-3-0169

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

Workman's Comp - Retention Pay

Account Number

60-3100-260-XX-XXX

Function Code

3100 - Food Service Operations

Object Code

270 - Worker's Compensation

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Please describe the expenditures within the account and how they will address a COVID-19 need

Retention Pay WORKMAN'S COMP for staff incentive to retain and keep current employees

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$122**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$122**Status**

Approved

Line Item ID: 443-3-0170

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

Retention Pay \$1,200 for staff incentive to retain

Account Number

60-3110-154-XX-XXX

Function Code

3110 - Supervision of Food Service

Object Code

150 - Additional Compensation

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Please describe the expenditures within the account and how they will address a COVID-19 needRetention Pay salaries for staff incentive to retain and keep current employees See Line 55 for details
Nutrition Director**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$1,200**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$1,200**Status**

Approved

Line Item ID: 443-3-0171

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

FICA - Retention Pay

Account Number

60-3110-220-XX-XXX

Function Code

3110 - Supervision of Food Service

Object Code

220 - Social Security Contributions

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Please describe the expenditures within the account and how they will address a COVID-19 need

Retention Pay FICA for staff incentive to retain and keep current employees

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$92**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$92**Status**

Approved

Line Item ID: 443-3-0172

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

Unemployment - Retention Pay

Account Number

60-3110-250-XX-XXX

Function Code

3110 - Supervision of Food Service

Object Code

260 - Unemployment Compensation

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Please describe the expenditures within the account and how they will address a COVID-19 need

Retention Pay UNEMPLOYMENT for staff incentive to retain and keep current employees

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$2**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$2**Status**

Approved

Line Item ID: 443-3-0173

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

Workman's Comp - Retention Pay

Account Number

60-3110-260-XX-XXX

Function Code

3110 - Supervision of Food Service

Object Code

270 - Worker's Compensation

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Please describe the expenditures within the account and how they will address a COVID-19 need

Retention Pay WORKMAN'S COMP for staff incentive to retain and keep current employees

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$2**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$2**Status**

Approved

Line Item ID: 443-3-0174

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

Retention Pay \$1,200 for staff incentive to retain

Account Number

60-3200-154-XX-XXX

Function Code

2600 - Operation and Maintenance of Plant Services (All except Transportation)

Object Code

150 - Additional Compensation

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Please describe the expenditures within the account and how they will address a COVID-19 needRetention Pay salaries for staff incentive to retain and keep current employees See Line 55 for details
Civic Center Custodian and sub custodians**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$12,000**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$12,000**Status**

Approved

Line Item ID: 443-3-0175

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

FICA - Retention Pay

Account Number

60-3200-220-XX-XXX

Function Code

2600 - Operation and Maintenance of Plant Services (All except Transportation)

Object Code

220 - Social Security Contributions

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Please describe the expenditures within the account and how they will address a COVID-19 need

Retention Pay FICA for staff incentive to retain and keep current employees

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$918**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$918**Status**

Approved

Line Item ID: 443-3-0176

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

Unemployment - Retention Pay

Account Number

60-3200-250-XX-XXX

Function Code

2600 - Operation and Maintenance of Plant Services (All except Transportation)

Object Code

260 - Unemployment Compensation

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Please describe the expenditures within the account and how they will address a COVID-19 need

Retention Pay UNEMPLOYMENT for staff incentive to retain and keep current employees

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$15**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$15**Status**

Approved

Line Item ID: 443-3-0177

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

Workman's Comp - Retention Pay

Account Number

60-3200-260-XX-XXX

Function Code

2600 - Operation and Maintenance of Plant Services (All except Transportation)

Object Code

270 - Worker's Compensation

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Please describe the expenditures within the account and how they will address a COVID-19 need

Retention Pay WORKMAN'S COMP for staff incentive to retain and keep current employees

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$15**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$15**Status**

Approved

ESSER III APPLICATION FOR D0467

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>
Leoti	106 S Indian Rd, Leoti, KS 678610967	Box 967, Leoti, KS 678610967
<u>Superintendent Name</u>	<u>Superintendent E-mail Address</u>	<u>Superintendent Phone Number</u>
Lori Maxwell	lori.maxwell@leoti.org	(620) 375-4677

Authorized Representative of the District Information

<u>Name</u>	<u>Position of Title</u>	<u>E-mail Address</u>	<u>Phone Number</u>
Tammy Mason	Board Clerk	tammymason@leoti.org	(620) 375-4677

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.leoti.org/vnews/display.v/ART/5fd7e7bcb54c6>

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 467 requests to use these funds to improve indoor air quality and improve ventilation and will set aside 20% for learning loss. On August 24, 2020, Trane conducted an Indoor Air Quality Study on two school buildings - Wichita County Elementary School and Wichita County Junior Senior High School. They examined current HVAC systems to review mechanical plans, assess the type, condition, operating status and ventilation capabilities of each system, as well as reviewing the control system and zone sensor types. They provided a report on each building, particularly the three domes, using the ASHRAE Guidelines including dilute, exhaust, contain and clean protocols. Based on the assessments, the top recommendations include extending DOAS and ERV unit operating schedules, adding ventilation to the HVAC system serving the spaces in the domes, replacing filters to MERV ratings, installing air cleaners, and upgrading the buildings' automation systems. The primary area of concern is the classroom dome, which houses the K-2nd grade students. Trane's proposal is to remove existing heating/cooling units and the associated electrical and refrigerant piping. They will provide and install a new 15.2 ton VRF heat pump, and eight VRF cassette indoor units in the classrooms along with the refrigerant piping required. They will also provide DOAS units, duct work, registers and grills to 10 locations, and provide return air to the restrooms. A drain system for condensation will be installed along with new thermostats. The gas line will be extended to supply the units and a verification of the air flow and operating system will be conducted. Having quality air exchange in the classroom is an important mitigation strategy to safely address the opening and operation of 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

Students in grade 7-12 were provided with a student survey in Google Forms. In the survey, students were asked if they had heard of ESSER funds. 93.6% of students had not heard of this funding source. As a result, teachers were given a script and asked to share it with students. The script included a description of ESSER III funding, the approved areas of use, and a question and answer session to gather more information from students. The survey revealed that 26% of students support after-school tutoring, and 17.1% of students would like summer learning or enrichment activities. 13.8% of students believe additional instructional resources should be purchased and 12.2% of students indicated a need for expanded outside social and emotional support. When asked about how COVID-19 impacted mental health, 46.8% reported no impact, 33.9% reported some minimal impact, and 17.7% reported a large impact stating they have struggled with issues during the pandemic. When asked about safety, 84.7% strongly agree or agree that the environment is safe. 82.1% of students strongly agree or agree that they are welcomed by their teachers and staff.

In open-ended discussions, after students were given more information about ESSER III fund uses, the majority of students felt it was important to spend the money on technology, textbooks, and to upgrade HVAC systems. The general feeling of the student population is that the pandemic improved their on-line skills. Many students believe their peers are less motivated, and their mental and academic growth has been stunted by the lost quarter in the spring of 2020. A few students reported depression and feelings of loneliness because they were not physically with their friends during the pandemic. Others believe in this rural community there was little impact because students were able to remain in school except when the governor closed all Kansas schools.

When monitoring student engagement data using weekly eligibility reports, there has been an increase in engagement from 11% unengaged to 4% unengaged during the past five years. State assessment scores in math have risen in all grade levels except for 7th grade showing a decline of 16 points, and ELA state assessments show significant declines in four of the seven tested grade levels. In one subject, there is great growth, and in the other a sharp decline. This supports the need for additional teaching resources and training as well as after-school tutoring and rescue seminars.

Families

A survey link was shared with the families and community through the district's Powerschool system. Any one who is signed up to receive a text caster, received the survey link. It was also placed on our home web page - leoti.org. About 100 responses were gathered from the survey and about 70.5% were parents, 34.7% were staff members and 38.9% were community members. In our small community there are overlaps because staff members are also parents and business owners. Of the families surveyed, 81.2% were parents of PreK-6th grade students, and 59% were parents of 7th-12th grade students, again with some overlap because parents have students in both grade bands. Structured Educational Interventions was rated the highest in "very important" and "important". A key focus within this area was on recruiting highly qualified teachers, securing child care services for younger than school-age children and maintaining early childhood programs. The main area of curriculum concern was core math and ELA curriculum resources, followed by equally important needs in science and social studies curriculum. Support for civic and financial literacy as well as offering more electives were two areas of concern. With regard to technology investments, the greatest need was to update technology across the district. Providing hotspots for families was identified as the lowest need in our community. Training for teachers and teacher retention were also listed as priorities. With regard to facility concerns, updated HVAC systems to improve air quality, and enhanced cleaning and ventilation were cited. Many comments included buying smaller buses for more efficient routes and getting newer route buses. There was interest in upgrading to touchless restrooms. Other areas of importance were STEM projects and special education programs.

School and District Administrators including Special Education Administration

Administrators meet twice each month and ESSER funding has been regularly discussed among administrators. In turn, the principals take information back to their buildings to share and discuss. The special education administrator for High Plains Educational Coop has discussed with the superintendent and the KESA team, the need to increase special education funding based on the 91% funding need, yet a much lower funding percentage is anticipated. Funding special education at this rate, is going to result in a budget deficit. In addition to these discussions, the superintendent was involved with the discussions and building tour led by the architect and his team during the indoor quality assessments.

Teachers, Principals, School leaders, other Educators, School Staff and their Unions

Discussions around ESSER III funds have been part of early release agendas. Teachers not only had the opportunity to complete the survey listed above, but they also had opportunities to hear in-person information from the superintendent and provide feedback during the professional development meetings. There is a huge amount of support for upgrading the HVAC systems to improve indoor air quality. The Board of Education has been included in discussions of how to spend the funds and they are also in support of improving HVAC and indoor air quality. They looked at upgrading existing restrooms to make them touchless, but the ADA requirements associated with a renovation made it cost prohibitive to continue discussions about the restroom upgrade. ESSER III funding has been an agenda item at the 2021-22 board meetings, including August 9th, October 1st, November 8th, December 13th, January 10th, and February 14th. At the February 14th meeting a motion was made to pursue fixing the elementary dome and high school weight room dome. The teacher union is small in our community, but all teachers have been given the opportunity to share their thoughts and concerns on multiple occasions. The KNEA President in Leoti mentioned using ESSER III funds for extra pay for teachers.

Tribes

On the community survey listed above, 3.2% of the responses were from people who are part of, or have relationships with Tribes. In our school information system, six students are listed as American Indian on the ethnicity report. This is a fair representation of the ratio of the American Indian population. As a follow up to the survey, the families of the six students were contacted to determine if those families would like to share any other concerns pertaining to the use of funds and the survey results. The survey results could be accessed to see individual responses and there were three responses for TRIBES. These results show that on-line curriculum is not important to this group. HVAC improvements were also not important to this subgroup. Things that were very important to this group included updating technology, 1:1, math and reading curriculum, teacher training, counselors, social workers, and teacher retention. ELL and special education programs were very important as were STEM activities. The important items were consistent with the group summary data for the survey. As a small town in Southwest Kansas, our district is not within 50 miles of any TRIBE and does not have a county that borders a state with a TRIBE, therefore reaching out to a TRIBE beyond our immediate community was not done. A separate survey was sent to families who marked American Indian as their ethnicity. The survey did not provide new information.

Civil Rights Organization including Disability Rights Organizations

From the community survey listed above, 2.1% of the responses were from representatives of a Civil Rights Organization. When looking at individual responses, the civil rights organization responded that summer school and after school programs should be a top priority, as well as structured education interventions. All curriculum areas were listed as very important as well as offering a wide array of electives. Technology upgrades and hot spots were also marked as very important as well as SEL curriculum, parent resources, teacher training, and counselors and social workers. This information aligns with the group survey results, with the exception of providing hot spots. In addition, three organizations were contacted by email for input. ACLU-Kansas (civil rights), Disability Rights Center of Kansas (civil rights), and Kansas Action for Children (underserved children). Of the three organizations, I received an automated response from KAC stating a response would follow and it directed me to their Facebook and Twitter pages. A focus group was held with special education teachers in the district. From the focus group, the following recommendations were made. Adding a sensory room and sensory equipment would benefit some special education students, providing professional development on making accommodations and modifications to promote inclusion in the regular education classroom, purchasing a modified curriculum for students with ID and autism, and organizing school-wide MTSS groups. Special education advocates want more social activities to celebrate progress and goals attained. Lastly, implementing cross-grade transition meetings to better prepare students for the transition from 6th grade to 7th grade at the junior senior 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

From the community survey listed above, 7.4% of the responses were from those representing the interest of children with disabilities, 9.5% were from those representing the interests of children with ELL, 3.2% were from those representing the homeless students, 5.3% were from those representing students in foster care, and 4.2% were from those representing the interests of migrant children. These groups show an overlap in multiple representations as well. The items marked by these subgroups as very important include structured interventions, after-school programs, all curriculum areas, counselors, teacher retention, adequate subs, and programs for SPED and ELL. Surprisingly, SEL curriculum and facilities were marked as a lower importance. Since the ethnicity of the district is made up of 47% Hispanic, the survey results show a big discrepancy in participation from the Hispanic subgroup. Meeting participation from this subgroup during the past has been extremely limited. Title One/ESOL meetings are held twice each year in conjunction with parent teacher conferences, and the attendance is sparse. It is difficult to find volunteers for site council because of the language barrier. The volunteers who are bilingual are often asked to serve on nearly every stakeholder group, so they become burned out. Despite providing written communication in both Spanish and English, improved communication is an area that needs to be addressed.

Focus groups were held with parents of Hispanic students and the ESOL school personnel. From those focus groups, the following information was gathered: They are thankful that all students are offered breakfast and lunch because in Mexico, this service is not offered to students. Their children report that their classrooms are often cold in the winter, so focusing on the heating system would be helpful. They like having recreational activities like soccer where both boys and girls participate together. Seminars, homework clubs, small groups and working with students in a one-on-one setting are all beneficial to students due to the language support needed. It would be beneficial to add more paras for the afterschool portion of the programs and snacks for the students because they are hungry after a long day at school. The parents perceive that receiving ESOL support labels their children as "dumb". This perception needs to change so parents are aware their children are very capable learners, they just need language supports as they acquired the English language.

Providing a computer mouse for each Chromebook would help young students better navigate their devices, and quality headphones would also help. The groups feel the school district is genuinely interested in the well-being of students. From a safety standpoint, they would like to see better signage for crosswalks and traffic, particularly during dismissal. They also support the need for better books and updated materials. Both focus groups would like to bring back the English class that the school hosted four years ago. They believe it helps increase communication between the two languages. Bringing this class back is a future action step for our district. Partnering with a local business, Seaboard, would benefit both the school, business and community. The group provided the name of a possible teacher for the English class for adults, so making contact with the person is also a future step for the district. A booklet titled Growth Mindset Parenting Guide Bilingual Handbook - Raising Smart & Successful Students will be purchased to hand out during enrollment to help improve communication. It is written in both English and Spanish.

One area of success is the Parent Advisory Group (PAC) which is a diverse group that has a more social approach to service such as providing food for teacher appreciation, carnival activities, and student incentives. The Hispanic population is willing to serve and tapping into their comfort zone has proven effective. In the future, the PAC group will be consulted as an avenue to gather information to guide decision-making. This goal of increasing participation from diverse groups will be tied to the second cycle of KESA when goal setting. The district employs several paras, custodians and cooks who represent these special groups and their detailed feedback was helpful to writing the plan.

Provide the public the opportunity to provide input and take such input into account

<https://www.leoti.org/vnews/display.v/ART/616479a23de23>

The above link is for the survey results, which is located on the web page, leoti.org. The survey link was live this school year, but we have stopped collecting responses and have now published the results. The Board of Education minutes are published in the local newspaper and on the district's website, so the public is aware of the potential uses of the funds. As mentioned above this topic was on the board agenda each month from October to February. The meetings are held in person and are open to the public. The agenda is posted on the website in advance of the meetings, giving the public adequate notice of discussion items.

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 evidenced in our Year 5 KESA report, when looking at state assessment scores over the five-year cycle, the district is showing growth in the ELA areas, and weaknesses in the math areas. (Ironically, this data has flipped for 2022.) When comparing ALL students in 2020-21, ELA scores show a growth trend in all levels, however when comparing the Hispanic subgroup to ALL students, the trends are opposite. 10.47% more students scored at Level 1, indicating an academic decline, however Level 2 improved by 17.68% and Level 3 improved by 8.5% and Level 4 remained consistent. Likewise, when comparing the special education subgroup, 19.91% more students were in Level 1, but Level 2 improved by 8.84%. Both Levels 3 and 4 had declines of 5.75% and 2.85% respectively, which is evidence that the special education population had declining scores as well. The district has identified the needs of these special groups and will follow up with a needs assessment next fall including this information. Based on findings, the district will implement new strategies and learning opportunities for these two subgroups, including after-school tutoring and homework clubs to address the learning loss during COVID-19. Summer tutoring and summer school will also be offered. On the SO66 for 2021, the special populations included 68 bi-lingual students, and 63 students with an IEP. There were 16 students reported as homeless on 9/20/21, and 18 students are listed as migrant on 9/20/21.

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)

\$117,237 is the 20% set aside for learning loss. Using the data gleaned from the family, community and student surveys and focus groups, the district plans to use the funds as follows in order to meet the needs of students. \$50,000 for curriculum materials and resources, \$35,000 for summer learning and tutoring for 2022, 2023, and 2024, and professional development in the amount of \$32,237.

How the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act?

Based on the Indoor Air Quality Surveys completed by Trane, there are three domes that need to improve ventilation. The remaining funds of approximately \$468,947 will be used to pay for the architect design fees and performance bond at a cost yet to be determined, and improvements to the elementary school classroom domes, which is approximately \$360,000, and JSHS weight room dome which is approximately \$75,000. The district has the detailed reports from Trane and will be ready to move forward with the work once the application is approved. The architectural firm, GMCN, will follow all federal guidelines such as securing a historical approval letter and Davis Bacon wages for projects of this scope.

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 monitor data to determine if the interventions are making a difference. The state assessment data for ELA, math and science will be analyzed for trends and gaps. FastBridge data for reading, math and social emotional screeners will be compared to the state assessment results. iReady data will be compared to both FastBridge and state assessments using the entire student population and the two sub-groups - Hispanic and special education. Before and after-school learning opportunities will be offered to all students and their success will be monitored.

Allocations

	Direct Allocation	True Up Allocation	Total Allocation		20% Minimum
ESSER III Allocations	\$586,184	\$0	\$586,184	ESSER III Allocations	\$117,237
Approved Total	\$117,237	\$0	\$117,237	Approved Total	\$117,237
Amount Left	\$468,947	\$0	\$468,947	Amount Still Needed	\$0
In Review Total	\$468,947	\$0	\$468,947	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
467-3-0001	Direct	False	2600	430	14	\$468,947	Task Force Review
467-3-0002	Direct	True	1000	644	3	\$50,000	Approved
467-3-0003	Direct	True	1000	110	11A	\$35,000	Approved
467-3-0004	Direct	True	2213	330	1A	\$32,237	Approved

Line Item Details

Line Item ID: 467-3-0001

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 HVAC

Account Number

96001

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

Based on the Indoor Air Quality Surveys completed by Trane, there are three domes that need to improve ventilation. The remaining funds of approximately \$468,947 will be used to pay for the architect design fees and performance bond at a cost yet to be determined, and improvements to the elementary school classroom domes, which is approximately \$360,000, and JSWS weight room dome which is approximately \$75,000. The district has the detailed reports from Trane and will be ready to move forward with the work once the application is approved. The architectural firm, GMCN, will follow all federal guidelines such as securing a historical approval letter and Davis Bacon wages for projects of this scope.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$468,947
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$468,947</u>

Status

Task Force Review

Line Item Comment from KSDE

Allowable if CDC guidelines are met.

Line Item ID: 467-3-0002

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 Curriculum

Account Number

96002

Function Code

1000 - Instruction

Object Code

644 - Textbooks

Allowable Use

3 - Providing principals and other school leaders with resources to address individual school needs.

Please describe the expenditures within the account and how they will address a COVID-19 need

\$117,237 is the 20% set aside for learning loss. Using the data gleaned from the family, community and student surveys and focus groups, the district plans to use the funds as follows in order to meet the needs of students. \$50,000 for curriculum materials and resources. A new Tier 1 math curriculum, Eureka Math, is being purchased to address math learning loss in the amount of \$24,866. Tier 2 reading/math curriculum, iReady, is being purchased to address math and reading learning loss in the amount of \$14,634. The district plans to spend the remaining \$10,500 on Tier 2 programs that support reading and math.

Budgeted Expenditures in SFY 2021	\$0
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Budgeted Expenditures in SFY 2022	\$0
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Budgeted Expenditures in SFY 2023	\$50,000
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Budgeted Expenditures in SFY 2024	\$0
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Total Expenditures	<u>\$50,000</u>
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Status

Approved

Line Item ID: 467-3-0003

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III Summer School

Account Number

96003

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

\$117,237 is the 20% set aside for learning loss. Using the data gleaned from the family, community and student surveys and focus groups, the district plans to use the funds as follows in order to meet the needs of students. \$35,000 for summer learning and tutoring for 2022, 2023, and 2024.

Budgeted Expenditures in SFY 2021	\$0
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Budgeted Expenditures in SFY 2022	\$11,668
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Budgeted Expenditures in SFY 2023	\$11,666
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Budgeted Expenditures in SFY 2024	\$11,666
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Total Expenditures	<u>\$35,000</u>
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Status

Approved

Line Item ID: 467-3-0004

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 Professional Development

Account Number

96004

Function Code

2213 - Instructional Staff Training Services

Object Code

330 - Professional Employee Training and Development Services

Allowable Use

1A - Any activity authorized by the Elementary and Secondary Education Act of 1965.

Please describe the expenditures within the account and how they will address a COVID-19 need

\$117,237 is the 20% set aside for learning loss. Using the data gleaned from the family, community and student surveys and focus groups, the district plans to use the funds as follows in order to meet the needs of students. Professional development in the amount of \$32,237. Professional development for all areas of study, specifically for the new ELA and math curriculum, and social/emotional development will support learning loss. Professional development for Eureka Math on June 10th for 18 teachers at the cost of \$200 each for eight hours of training will equal \$3,600. Additional training for Eureka Math on June 13th for three teachers with more extensive training in the amount of \$200 each for eight hours of training will equal \$600. Southwest Plains Regional Service Center is offering training this summer for reading and math in the amount of \$150 per participant for a total cost of \$300. A Creative Math workshop in Wichita for one participant is a total cost of \$300. The iReady training is throughout the year with a total of 10 participants for nine months of training will be at a cost of \$9,900 per year. Social Emotional training for all district employees to help students with the social emotional impact of the pandemic will be on August 15, 2022 at a cost of \$4,000. The amount to be used to pay for substitute teachers to allow the continuation of learning while teachers are at professional development trainings is \$4,400. The remaining \$1,080 will be used for fuel and travel expenses to and from trainings that require staff to travel. In 2023-2024, \$3,600 will be used for Eureka Math training. The iReady training will cost approximately 4,000. The remaining \$457 will be used for substitute teachers to allow the continuation of learning while teachers are at professional development trainings. The following link supports the need for mathematics interventions that designed to affect students' mathematics achievement. Teacher professional development is necessary in this area in order to implement new programs and strategies.

https://ies.ed.gov/ncee/wwc/Docs/ReferenceResources/wwc_pm_protocol_v4.0_508.pdf

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$24,180
Budgeted Expenditures in SFY 2024	\$8,057
Total Expenditures	\$32,237

Status

Approved

Line Item Comment from KSDE

This line item may be allowable under the 80% but does not qualify as part of the 20% Learning Loss as it is. Please specify how this expenditure will address learning loss for most impacted student subgroups.

ESSER III APPLICATION FOR D0475

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>
Geary County Schools	123 N. Eisenhower, Junction City, KS 664410370	P.O. Box 370, Junction City, KS 664410370
<u>Superintendent Name</u>	<u>Superintendent E-mail Address</u>	<u>Superintendent Phone Number</u>
Reginald Eggleston	reginaldeggleston@usd475.org	(785) 717-4000

Authorized Representative of the District Information

<u>Name</u>	<u>Position of Title</u>	<u>E-mail Address</u>	<u>Phone Number</u>
Marilee Fredricks	Chief Financial Officer	marileefredricks@usd475.org	(785) 717-4050
<u>Other District Representative 1 - Name</u>	<u>Other District Representative 1 - E-mail Address</u>		
Reginald Eggleston	reginaldeggleston@usd475.org		
<u>Other District Representative 2 - Name</u>	<u>Other District Representative 2 - E-mail Address</u>		
Ardena Carlyon	ardenacarlyon@usd475.org		

Plan for Safe Return

Please paste a direct link of your school district's safe return plan that is posted on your website.

<http://www.usd475.org/2021/07/16/2021-2022-covid-19-mitigation>

Use of Funds for CDC Guidance

How will the funds be used to implement prevention and mitigation strategies that are, to the greatest extent practicable, consistent with the most recent CDC guidance on reopening schools, in order to continuously and safely open and operate schools for in-person learning?

A) Geary County Schools offers voluntary use of masks for students in all school building.

The USD 475 Board of Education will review the Way Forward document in future board meetings as needed. Any changes to health and safety policy will be outlined in that document and updated on the District Plan.

(B) Geary County Schools will provide for health care providers in each student attendance center (Pay the salaries of nurses and the four (4) nurse aids) to support any COVID breakouts and testing.

(C) Handwashing and respiratory etiquette.

Geary County Schools, at the guidance of the CDC, knows that cleaning and hand hygiene are important to slow down the spread of COVID-19. The district will continue to clean and disinfect schools and requests frequent hand washing and hand sanitizing among students and staff. The buildings will continue to purchase masks and sanitizer supplies for students and staff as needed.

(D) Cleaning and maintaining healthy facilities, including improving ventilation.

Geary County Schools plans to maintain healthy facilities by continuing cleaning efforts made by janitorial staff to slow the spread of COVID-19. We will maintain our COVID-19 ventilation mitigation initiative.

(H) Appropriate accommodations for children with disabilities with respect to health and safety policies.

(I) Coordination with State and local health officials.

Geary County Schools plans to follow the CDC guidelines for K-12 schools as needed. The district works with local health officials, when the needs arise, to test and quarantine students, teachers and staff members who are exposed to COVID-19.

Stakeholder Engagement

Engaging in Meaningful Consultation with Stakeholders (Please describe the ways you meaningfully consulted with each group listed below as part of the development of the district ESSER III Plan)

Students

Held meetings with parents: The district has conducted several meetings with community leaders, health professionals, parents, teachers, administrators, staff and military partners (stakeholders act every level). During each meeting we share updates concerning our procedures and safety measures. Additionally, we share data on the number of positive cases and students/employees quarantined. This year we met with stakeholders to discuss our plans for the 2021-2023 school years. . Each quarter we will meet with stakeholders to provide academic and safety and health updates. As we go through the update process we will utilize suggestions and recommendations made by participants. We have built a diverse cohort of participants who represent every constituency group in our community.

Additional Response: The district met with students and discussed academic supports needed to be successful. The students communicated that they needed more support with tutoring and would be interested in summer school if the district could make it fun and interesting. The students also stated they would like to build robots and cars, something fun that includes learning.

Families

Response: Eighteen of our attendance centers have both a Site Council and a Parent Group. The titles of the parent groups vary among the buildings. Principals of these attendance centers have shared the USD 475 Strategic Plan with the parent groups and solicited their feedback regarding the needs of the buildings in regards to available resources. Through these meetings and conversations it has been noted that most of the parents concerns are in the areas of:

- Class Sizes- Parents are concerned with the number of students in the classrooms both at the elementary and secondary level. They requested that resources be spent to reduce the overall size of classrooms and or provide more assistance in the actual classrooms.

- Social and Emotional Support – Parents have requested their students have access to mental health workers in terms of counselors, social workers and therapist whereby they do not have to pay for these services outside of the school setting.

- Discipline of Students – Parents are concerned with the overall discipline of students within the building and want consequences for students who disrupt the learning of others. Discussions were held regarding more student support and hall monitors at all levels as well as professional development for teachers in how to respond to behavior challenges.

- Parent Education- Parents request the district utilize funds to provide more resources for parents in terms of speakers and educational learning opportunities.

Additional Response: The district conducted several (4) community meetings where the the agenda focused on the purpose and use of ESSER Funding. The district shared district data related to academics, attendance, and discipline. Concerns shared focused on building safety and social emotional opportunities. Families were also surveyed regarding their student needs. A State of Education parent and community meeting was held to share the current status of the district and to solicit feedback.

School and District Administrators including Special Education Administration

Response: Our administrative team which includes all district level administrators, building level administrators and special education administration meet monthly to discuss the needs of our student and staff within the district. Full administrative meetings are held monthly and an additional elementary and separate secondary meeting are also held monthly. At each of these meetings we discuss the district academic goal, social and emotional goal, parent engagement goal and recruiting and retention goal

and discuss what resources are needed for the success of each goal and action steps as identified with the strategic plan. In these meetings, administrators analyze the relevant data to determine the needs of the students. From this analysis, the administration has determined the following needs:

- A comprehensive math curriculum that aligns with state standards for all Tier 1 students.
- A comprehensive math curriculum that provides specific supports for Tier 2 and 3 students embedded within a common curriculum across the grades.
- Professional Development for all staff in the area of mathematics both specifically correlated to the curriculum and for additional support.
- A review and implementation of a social studies and science curriculum that aligns with state standards and assessment outcomes.
- A PK-12 Social and Emotional Curriculum with built in professional development necessary for implementation.
- Social and Emotional support for students in the area of counselors, therapists, social workers.
- Multiple Summer School programs designed to assist with the academic gaps and social needs of students created by inconsistent enrollment and attendance.
- Building level academic tutors to address academic gaps in students during the school day.
- Academic tutoring sessions beyond the students day to address both academic and behavior needs of students.
- Professional Development for teachers in the area of meeting the needs of the students Post Pandemic.
- Credit Recovery opportunities for students not on track to graduate.
- Development of an expanded alternative school setting for students unable to function within the structures of the regular school for academics.
- Academic Coaches for teachers needing more support to meet student needs.

Teachers, Principals, School leaders, other Educators, School Staff and their Unions

Response: Principals engaged their school staff to include both certified and classified to discuss needs assessments of each building and how resources should be allocated. Staff who are members of the Junction City Educational Association (Union) were part of these monthly conversations. From the needs assessment and conversations, school staff identified these areas:

-Increased Compensations for certified and classified staff.

-Behavior support and professional development for school staff to meet the needs of the post pandemic learner.

-Additional staff to help support student needs terms of teachers, classroom support and behavior personnel.

Additional Response: The district offered Superintendent Listening tours. The tours were conducted twice in each of the eighteen attendance centers during fiscal year 2022. The district solicited feedback from teachers as to their perceptions of district needs in regards to ESSER funds. The conversations focused on incentive pay for teacher attendance and the incentive pay for Teacher recruiting and retention. The academic needs of student were also discussed and how the available funds could be utilized to remediate the gaps caused by COVID related concerns. The district also surveyed teachers regarding their professional development needs and summer school.

Tribes

USD 475 does not have any identified Tribes. Within the district student population there are individuals that identify as Native American as their primary ethnicity.

Initially, the parents were part of the general invite the district communicated to all parents. Since then, the district changed the approach and the district invited parents/guardians to a meeting. During the various meetings with parents, the district discussed the purpose and use of ESSER Funds. Topics that came out of the meetings are below:

TA 1. How can schools encourage students to take advantage of the opportunities provided for students such as Saturday school, summer school, after school tutoring?

- Communication-emphasize the "why". Personalized and target- communicate in a way to engage and that is effective.
- Change perception of Saturday school- need to make it positive perception.
- Engaging activities/ teaching model- PBL (project -based learning.) Or inquiring- based.
- Partner with organizations and community care providers to meet students outside (take learning to students) Boys and Girls, YMCA, SAS, CYS, Libraries
- Vocational/ college opportunities. The involvement can make an impact; need to understand (concurrent enrollment) they "why" of importance. Ex: ACT, Summer school, etc.)
- Family and Parent guidance is crucial.
- What doors open with extensive or additional opportunities. Ex: Doors open with ACT and college classes. Offer more than base- classes maybe apprentices?
- Use of social media to effectively communicate between families and district Ex: (district community Facebook)
- S.S. & AS tutoring and Summer- needs to be rebranded and needs to be shared appropriately to all shareholders.
- Make sure all staff are knowledgeable about all programs and proactive about offering them.

TA 2. How does the district adequately inform parents of the necessity, opportunities, and importance of the ACT composite scores for all students?

- Share the data in a personal way.
- Information to tie in scholarships and opportunities
- Is the ACT necessary for all students? Experience/ exposure for high stakes situations and emphasis on test-taking strategies.

* Incentive for coming to ACT prep for students. "Feed them they will come."

*Provide workshops to families while students have an Act Prep.

TA 3. What community resources may exist to help students with these transitions?

- Summer transition program -put on by MS- KSU to partner with activities.
- Summer Camp program (transitioning)
- Community Fair- Summer sign up fair agencies set up a tent, to sign up for summer activities.
- JCPD Back to school Bash (we could partner)?
- Adopt a company- Ft. Riley partnership
- Ft. Riley ASPN program through CYS-tutoring
- Ft. Riley Liaison- promote more to her
- Boy's & Girl's Program

- Title 1 schools+ 21st Century
- Dorothy Public Library- online resources over 350 services to help with the community.
- 8th-9th grade "Bridge Program" transition -Success 101
- YMCA
- Use the 4H Sr. Citizen Bld.
- Parents as teachers
- Head start or something like it
- Families invited to the transition meetings with their students.

TA 4. How can the community help support the Center Pathways and trade programs at our schools and extend opportunities for trades and careers not in our community?

- Community engagement- Community partners with students in trade programs. Ex: Contractor assigned four students to discuss real life work in particular industry.
- Job shadowing opportunities (internships)- Futures 2000 (Careers at MS)
- If kids can't go out-can people come to the building
- Zoom expo
- Provide partnerships presentations in the evenings too.
- Authentic opportunities tied to our community
- More promotion OF Military
- Don't limit presenters to clusters
- Cross-curricula activities/ opportunities

TA 5. What does a rich rigorous secondary experience look like?

- Opportunities for everyone
- Find ways to connect students to the (real world)
- Expanding opportunities for trade experiences
- Connecting & exposing students to different trades and careers.
- Find ways to build on their strengths
- Classes applicable to trade paths
- Properly scaffold to more challenging opportunities.
- Prepared for the real world.
- Get students completely invested
- Real world experiences-relevant having soft skills.
- Tailored to IPS (Individual Plans of Study)
- Post-secondary preparedness
- Wide variety of extracurriculars and academies.
- Service opportunities- Connections to community and how to be a good citizen.
- Multi-faceted support (tier 2+3)
- Exposure & opportunities to learn and know about the pathways and options.
- Beyond the Class.
- Internships, job shadowing
- Community service hours-real world learning experiences.
- CTE experience, pushing more opportunities, once complete with pathways. Help finding better connections for after work experience.

TA 6. What information do you expect to receive from schools about your student's academic performance and learning?

- Early and frequent intervention communication
- Not getting updates; Sporadic updates
- Syllabus/ Calendars/ contact information was missing and sporadic.
- Communicate the child's tiers, "what does it mean" to parents & amount of support.
- Flexible P/T conferences
- Structure of and purpose of P/T conferences, continue them in Zoom.
- Not just information of failure but with success.
- Need to get updates before the Midterms- before the problems show up.
- Grades- pushed out to parents- not that they must seek them out- What concepts are being taught (grades tied to concepts/ standards)
- More than now -not being able to understand the grading system.
- The onus is on the Parents, it should be the teacher because they need to update, and they know where the students are "going."

- Appreciated being able to meet with advisory teacher VS. standing in line to visit with each teacher.

- Social skills- friends

TA 7. The district is conducting structure observations to create consistency with classrooms. Discuss how consistency would help families?

- Homework

- Common language/ Vocabulary with all buildings. Ex: (CHAMPS & AGY Pride)

- Chain of command- Communication flow charts at all buildings.

- Communication- Open communication

- Structures in place with consistent classroom expectations.

- Quality education by design not chance

- Consistency in reporting information to parents- What does Consistency mean? Ex: Instruction, communication with parents.

- Consistency can help with academics and behavior, keep Teachers, parents and students informed of program *Common expectations with elementary-Middle school-Highschool.

- Expectations of scope/ sequence of expectations would help families coming in and out of district.

- We can see if a student is falling behind, advocate for students (teacher, parent, student)

- Ap and advanced students to assist and enhance learning. (Bored behavior)

- Knowing what to expect is crucial.

- At risk students- Gifted students

- Also supports alignment and teachers

TA 8. What do you think and expect regarding homework?

- As a parent? Not interested in the homework and it can be agonizing.

- AS a teacher?

- Specific, Targeted, Meaningful not on the weekends or Holidays.

- Independent level of student

- Reinforcement-not just busy work, practice skills learned. Ex: how to research at home- they can practice research. Or math ex:

- Job practice- needs to be a skill that they will use in CCR job/ school.

- Needs to have a point-how to practice without it being "busy work", do students get it?

- Not just "finish what you didn't do" because student may not get it- how do they know? There needs to be a feedback loop for homework, not punishment if it "does not get done".

- Teaching life skills (organization/ deadlines/ responsibility)

- Keep parents and guardians connected to the schools

Civil Rights Organization including Disability Rights Organizations

Response: The superintendent and Board of Education members have met with the NAACP in regards to their opinions regarding the needs of the school district. In addition, representatives from these groups have been invited to attend the four Stakeholder groups we have held throughout the 2021-22 school year. From these meetings the following needs have been identified:

-Professional Development for staff in meeting the needs of the diverse learner.

-Additional academic and behavior supports of diverse groups.

-Specific recruitment efforts to secure diverse certified and classified staff.

Initially, they were part of the general invite we communicated to all parents. Since then, our approach has changed and we have specifically reached out to parents of students identified as being in a Tribe and have invited their parents/guardians to a meeting. During the various meetings with parents, we discussed the purpose and use of ESSER Funds. Topics that came out of the meetings are below:

Responses during academic discussion:

Stakeholders representing the interests of children with disabilities, English Learners, children experiencing homelessness, children in foster care, migratory students, children who are incarcerated, and other underserved students

Response: Four Stakeholder meetings have been conducted throughout the 2021-22 school years for the purpose of reviewing the Strategic Plan and identifying needs for staff and

students and appropriately allocating resources. Representatives from all groups identified in the area were invited to these meetings. From these meetings, the following recommendations were made:

- Partner with local agencies to assist students.
- Provide more vocational opportunities for students within and outside of the CTE programming.
- Provide ACT preparation for students.
- Provide summer school programming.
- Provide tutoring during and outside of the school day and year.
- Create transitional programming between specific grades.
- Conduction Summer transitional opportunities.
- Partner with the Junction City Police Department for Back to School Nights
- Adopt Fort Riley partnership groups
- Expand the Boys and Girls Blub opportunities.
- Expand the Early Childhood Opportunities in the school district
- Provide job shadowing opportunities
- Work to increase parent involvement
- Expand working internships for students
- Conduct career fairs
- Specifically teach soft skills in school
- Provide parent education courses
- Provide Home Work Assistance
- Partner with churches
- Improve Communication platforms
- Plan more family fun nights
- Update social students and science curriculums
- Provide scholarships to students
- Assist with parent childcare issues
- Provide meals during after school events

Additional Response: The district conducted meetings with community groups. For example, the Superintendent shared the purpose of the ESSER Funds at an Optimist Club meeting. The meeting included a discussion on the use of the funds and the areas the district considered funding priorities. Questions were answered and the public provided feedback. Many of the comments made were concerns the attendees had heard from family members and friends.

Initially, they were part of the general invite we communicated to all parents. Since then, our approach has changed and we have specifically reached out to parents of students identified in each area identified in your question. We have invited parents/guardians to a meeting. During the various meetings with parents, we discussed the purpose and use of ESSER Funds. Topics that came out of the meetings are below:

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- The onus is on the Parents, it should be the teacher because they need to update, and they know where the students are "going."
- Appreciated being able to meet with advisory teacher VS. standing in line to visit with each teacher.
- Social skills- friends

Provide the public the opportunity to provide input and take such input into account

The district has conducted several meetings with community leaders, health professionals, parents, teachers, administrators, staff and military partners (stakeholders at every level). During each meeting we share updates concerning our procedures and safety measures. Additionally, we share data on the number of positive cases and students/employees quarantined. This year we met with stakeholders to discuss our plans for the 2021-2023 school years. Each quarter we will meet with stakeholders to provide academic and safety and health updates. As we go through the update process we will utilize suggestions and recommendations made by participants. We have built a diverse cohort of participants who represent every constituency group in our community.

Additional Response: The district shared, through social media, information regarding multiple opportunities to provide input into the school district efforts. These opportunities included the Community Partner meetings as well as open forums during board of education meetings and retreats.

Use of Funds for Learning Loss Set Aside and The Rest of The Allocation

Please briefly describe the impacts of COVID-19 on the district and its Pre-K through 12 students, including any relevant data where possible (e.g., cost impact, learning loss, emotional impact on students). If there has been a disproportionate impact on a special population in the district (e.g., students with disabilities, English Learners, students in foster care, students in poverty, etc.), please describe the impact and provide the number of Pre-K through 12 students in that population.

1. Students at risk of grade level failure: Due significant loss of instructional time, from COVID related restrictions, current data demonstrates 477 high school students and 534 middle school students received a grade of "F" for the FY21 academic school year. As a practice USD 475 does not retain students; therefore, the district will need to ensure elementary students are on grade level each year.
2. Underperformance in ACT: Junction City High School (JCHS) Students are performing below the State's average.
Year JCHS Scores State
2018 20.4 21.6
2019 19.9 21.1
2020 19.1 20.4
3. Transitional Academic Loss: The district is experiencing academic gaps in the transitional grades.
4. Additional Support for 21-22 Graduates: The current High School Seniors have been impacted two consecutive years with interruptions and school year adjustments due to COVID 19.
5. District needs assessment demonstrates academic deficits in ELA and Math. Forty-seven percent (47%) in Reading and Fifty-one percent (51%) in Math are performing at Tier 2 and Tier 3.
6. Attendance: Data indicates students in Tier 2 and Tier 3 are chronically absent. Students missed over 5% of the total school days. Current data demonstrates 29% of students are in the Tier 2 and 3 criteria.
7. Increased Parental Engagement: Due to COVID fear and restrictions, the district experienced a slide in parental engagement in the schools.
8. Remote Learners Returning to In-person Learning: Address social, emotional, and learning (SEL) needs of students lacking personal interactions with peers and school staff due to COVID.

How the LEA will use the funds it reserves under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year? (Provide specific references to evidence-based interventions that meet one of the four tiers of evidence, as defined in Sec. 8101(21) of ESEA)

- Provide After School, Saturday School and Summer School programs for elementary students who have not mastered current year academic standards.
- The district will utilize current grades, student data (Power BI), state test scores and the MyIGDI's and FastBridge screeners to identify students and recommend and implement strategies tailored to the individual student or cohort.
- Extend the academic calendar to identify additional time for instruction for students experiencing achievement deficits due to COVID.
- Offer evening classes, weekend classes, night school options at the secondary level.
- Provide oversight and training for the districts assessment and MTSS processes.
- Provide two one-week ACT Bootcamps for students. Offer an ACT Preparation course as an elective for Sophomores, Juniors and Seniors.
- Provide summer student transition program (in addition to summer school).
- Professional development for administrators and teachers on SEL, literacy, math, science and social study materials purchased.
- Purchase and implement literacy, math, science and social studies adoptions that meet the academic needs of all students. Provide professional development for administrators and teachers on materials.

How the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act?

- Replace student damaged technology.
- Purchase protective masks, hand sanitizer and other safety items.
- Hire part time and/or full-time district parent engagement coordinator to provide parent engagement workshops and training on such topics as best parenting practices, appropriate expectations and discipline, proper nutrition, etc.
- Provide for a health care provider in each student attendance center (Pay the salaries of nurses and the four (4) nurse aids).

How the LEA will ensure that the interventions it implements, including but not limited to the interventions under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time, will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students disproportionately impacted by the COVID–19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students.

- Monthly district and school data meeting used to review data based on school district strategic plan.
- Provide Board of Education with updates on outcomes of district initiatives.
- Share board data with shareholder groups quarterly.
- Assign students based on data to afterschool tutoring, Saturday school, and summer school.
- Provide on-going professional development to teachers and administrators in the areas of 1) utilizing data and 2) using MTSS, and 3) Social emotional learning.
- Provide parent engagement activities to inform the parents of best practices used to access students academic needs.

Allocations

	Direct Allocation	True Up Allocation	Total Allocation		20% Minimum
ESSER III Allocations	\$13,748,921	\$0	\$13,748,921	ESSER III Allocations	\$2,749,785
Approved Total	\$12,471,198	\$0	\$12,471,198	Approved Total	\$3,500,362
Amount Left	\$1,277,723	\$0	\$1,277,723	Amount Still Needed	\$0
In Review Total	\$735,000	\$0	\$735,000	In Review Total	\$0
Amount Left	\$542,723	\$0	\$542,723	Amount Still Needed	\$0

Line Items

ID	Allocation Type	Learning Loss	Function Code	Object Code	Allowable Use	Total Expenditures	Status
475-3-0101	Direct	False	2200	640	12	\$600,000	Task Force Review
475-3-0102	Direct	False	1000	100	12	\$135,000	Task Force Review
475-3-0001	Direct	False	2610	438	15	\$774,959	Approved
475-3-0003	Direct	False	2130	121	15	\$274,050	Approved
475-3-0004	Direct	False	2130	220	15	\$20,980	Approved
475-3-0005	Direct	False	2130	260	15	\$275	Approved
475-3-0006	Direct	False	2130	210	15	\$18,600	Approved
475-3-0007	Direct	False	2210	111	12	\$610,000	Approved
475-3-0008	Direct	False	2210	220	12	\$46,665	Approved
475-3-0009	Direct	False	2210	260	12	\$610	Approved
475-3-0010	Direct	False	2210	210	12	\$38,800	Approved
475-3-0011	Direct	True	1000	610	12	\$640,000	Approved
475-3-0012	Direct	False	2213	126	12	\$60,000	Approved
475-3-0013	Direct	False	2213	220	12	\$4,590	Approved
475-3-0014	Direct	False	2213	260	12	\$60	Approved
475-3-0015	Direct	True	1000	610	12	\$1,100,000	Approved
475-3-0017	Direct	False	2213	126	12	\$4,000	Approved
475-3-0018	Direct	False	2213	220	12	\$306	Approved
475-3-0019	Direct	False	2213	260	12	\$4	Approved
475-3-0020	Direct	True	1000	610	12	\$50,000	Approved
475-3-0021	Direct	True	1000	610	12	\$63,000	Approved
475-3-0022	Direct	False	2213	330	12	\$56,000	Approved
475-3-0023	Direct	False	2213	582	12	\$44,000	Approved
475-3-0024	Direct	False	2213	126	12	\$20,000	Approved
475-3-0025	Direct	False	2213	220	12	\$1,530	Approved
475-3-0026	Direct	False	2213	260	12	\$20	Approved
475-3-0027	Direct	False	2210	330	12	\$50,000	Approved
475-3-0028	Direct	False	2210	300	12	\$90,000	Approved
475-3-0029	Direct	False	2213	126	12	\$50,000	Approved
475-3-0030	Direct	False	2213	220	12	\$3,830	Approved

475-3-0031	Direct	False	2213	260	12	\$50	Approved
475-3-0032	Direct	False	2213	126	12	\$70,000	Approved
475-3-0033	Direct	False	2213	220	12	\$5,350	Approved
475-3-0034	Direct	False	2213	260	12	\$70	Approved
475-3-0035	Direct	True	1000	126	11B	\$12,000	Approved
475-3-0036	Direct	True	1000	220	11B	\$918	Approved
475-3-0037	Direct	True	1000	260	11B	\$12	Approved
475-3-0038	Direct	True	1000	126	11A	\$4,000	Approved
475-3-0039	Direct	True	1000	220	11A	\$613	Approved
475-3-0040	Direct	True	1000	260	11A	\$6	Approved
475-3-0041	Direct	True	1000	610	11A	\$3,750	Approved
475-3-0042	Direct	True	1000	126	11A	\$624,645	Approved
475-3-0043	Direct	True	1000	220	11A	\$47,775	Approved
475-3-0044	Direct	True	1000	260	11A	\$624	Approved
475-3-0045	Direct	True	1000	610	11A	\$66,000	Approved
475-3-0046	Direct	True	1000	126	11A	\$99,045	Approved
475-3-0047	Direct	True	1000	220	11A	\$7,575	Approved
475-3-0048	Direct	True	1000	260	11A	\$99	Approved
475-3-0049	Direct	True	1000	610	11A	\$4,500	Approved
475-3-0050	Direct	False	2130	126	15	\$27,000	Approved
475-3-0051	Direct	False	2130	220	15	\$2,070	Approved
475-3-0052	Direct	False	2130	260	15	\$27	Approved
475-3-0053	Direct	False	2220	126	11A	\$21,600	Approved
475-3-0054	Direct	False	2220	220	11A	\$1,650	Approved
475-3-0055	Direct	False	2220	260	11A	\$21	Approved
475-3-0056	Direct	True	1000	126	11B	\$400,000	Approved
475-3-0057	Direct	True	1000	220	11B	\$30,600	Approved
475-3-0058	Direct	True	1000	260	11B	\$400	Approved
475-3-0059	Direct	False	2710	513	11A	\$47,288	Approved
475-3-0060	Direct	False	2322	121	12	\$44,660	Approved
475-3-0061	Direct	False	2322	210	12	\$4,260	Approved
475-3-0062	Direct	False	2322	220	12	\$3,420	Approved
475-3-0063	Direct	False	2322	260	12	\$45	Approved
475-3-0064	Direct	False	2100	610	12	\$30,000	Approved
475-3-0065	Direct	False	2100	126	12	\$5,600	Approved
475-3-0066	Direct	False	2100	220	12	\$430	Approved
475-3-0067	Direct	False	2100	260	12	\$6	Approved
475-3-0068	Direct	False	2410	610	7	\$10,000	Approved
475-3-0069	Direct	True	1000	121	12	\$320,000	Approved
475-3-0070	Direct	True	1000	220	12	\$24,480	Approved
475-3-0071	Direct	True	1000	260	12	\$320	Approved
475-3-0072	Direct	False	2100	121	12	\$47,270	Approved

475-3-0073	Direct	False	2100	220	12	\$3,615	Approved
475-3-0074	Direct	False	2100	260	12	\$48	Approved
475-3-0075	Direct	False	2100	610	12	\$30,000	Approved
475-3-0076	Direct	False	2900	100	16	\$3,200,000	Approved
475-3-0077	Direct	False	2900	220	16	\$244,805	Approved
475-3-0078	Direct	False	2900	260	16	\$3,200	Approved
475-3-0079	Direct	False	1000	115	16	\$40,000	Approved
475-3-0080	Direct	False	1000	220	16	\$3,060	Approved
475-3-0081	Direct	False	1000	260	16	\$40	Approved
475-3-0082	Direct	False	1000	290	16	\$90,510	Approved
475-3-0083	Direct	False	1000	111	12	\$527,800	Approved
475-3-0084	Direct	False	1000	210	12	\$44,080	Approved
475-3-0085	Direct	False	1000	220	12	\$40,376	Approved
475-3-0086	Direct	False	1000	260	12	\$527	Approved
475-3-0087	Direct	False	2410	111	12	\$152,250	Approved
475-3-0088	Direct	False	2410	210	12	\$11,520	Approved
475-3-0089	Direct	False	2410	220	12	\$11,645	Approved
475-3-0090	Direct	False	2410	260	12	\$152	Approved
475-3-0091	Direct	False	1000	610	9	\$135,000	Approved
475-3-0092	Direct	False	1000	432	9	\$330,000	Approved
475-3-0093	Direct	False	1000	126	16	\$1,127,600	Approved
475-3-0094	Direct	False	1000	220	16	\$83,000	Approved
475-3-0095	Direct	False	1000	260	16	\$1,512	Approved
475-3-0096	Direct	False	1000	100	11B	\$330,000	Approved
475-3-0097	Direct	False	1000	220	11B	\$26,250	Approved
475-3-0098	Direct	False	1000	260	11B	\$1,750	Approved
475-3-0099	Direct	False	1000	610	11B	\$42,000	Approved

Line Item Details

Line Item ID: 475-3-0101

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

ESSER III

Account Number

66

Function Code

2200 - Support Services (Instructional Staff)

Object Code

640 - Books and Periodicals

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Please describe the expenditures within the account and how they will address a COVID-19 need

The COVID-19 Pandemic changed education in numerous ways. It has caused us as a district and within our departments, curriculum, and resources to look through a different lens. The money allocated through ESSER to support our Library Media Centers will help to support the diversity of student resources needed to meet all students needs. Additionally, the funds will be utilized to update resources post pandemic, provide academic resources for students of all levels, and lastly to provide students with rich and rigorous materials to check out and share with their families. We will purchase additional library media books and supplies to address the academic needs of all students in order to address the academic deficits. The Library Media Specialist and those in respective department will work through integration of more academic, diverse, equitable, and inclusive resources and materials in all libraries in USD 475

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$300,000
Budgeted Expenditures in SFY 2024	\$300,000
Total Expenditures	<u>\$600,000</u>

Status

Task Force Review

Line Item ID: 475-3-0102

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

ESSER III

Account Number

66

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

COVID Justification for USD 475 Employee Referral Incentive Pay for Hired Certified Staff

Geary County Schools is the 9th largest school district in Kansas, educating approximately 7000 students each year. We offer pre-k through grade 12 education, along with specialized services for 3- and 4-year-old students. The school district includes 12 elementary schools, two middle schools, and one high school. In 2021, 48% of USD 475 students received free or reduced lunch. 20% of the district's students receive special education service. The racial/ethnic composition of the district is 46.1% White, 20.7% Hispanic, 16.9% African American, and 16.3% Other. The school district serves a total of 7.6% or 511 English Learners. In 2013, an estimated 44% of the Geary County population lived below the poverty line, compared to the state average of 13.2%. Additionally, 36% of children under the age of 18 in Geary County live in poverty, nearly double the state average (19%). Geary County exhibits environmental risk factors that may negatively impact its school-aged population, including high rates of violent crime. Junction City is the 8th most dangerous community in Kansas in which to live according to data recently released by the FBI. 51.4% of our students' parents/guardians are active-duty military. This leads to a very transient student population. Geary County School had a 34% student turnover rate in the 2020-21 school year.

Approximately 1 in every 3 students did not end the year in Geary County Schools or they did not start the school year with Geary County Schools.

It is difficult to recruit and retain teachers and other staff in our urban/rural, transient military base environment, and we are a high needs district as noted by the data above. The stress of Covid-19 has exacerbated this issue. Some staff members did not return to their positions due to the risk of contracting Covid-19 or the requirement to wear a mask. Many of our staff have also retired early, stating that Covid-19 risk of exposure was the reason. Similarly, our pool of available substitutes was also gravely depleted due to Covid-19, which caused district level and support staff to substitute regularly last year. Many staff have also left the district simply because of the extreme demands of the profession. This district has made a tremendous effort to increase our substitute pool with limited success and to recruit and retain staff. Each year we begin a school year with approximately 40 unfilled certified positions out of approximately 675. We currently in January of 2023 have 26 unfilled certified positions. We have placed 12 substitute teachers in classrooms fulltime.

To meet the needs of our students we are requesting approval to enhance our recruitment efforts and success rate by providing "Referral Incentive Pay" to any current employee (who is not an administrator or director) who is noted in a referral notice (and still with USD 475) by a newly hired certified individual for the 2023-24 school year. The incentive we are proposing is \$500 per referral which would be budgeted from our ESSER III funds. We hire approximately 120 staff each year. This estimated cost of this program would be \$60,000 to &75,000 per year for the next two school years. We expect this to broaden the outreach of USD 475 to enhance our recruitment efforts. We also anticipate an increase in retention due to this program.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$75,000
Budgeted Expenditures in SFY 2024	\$60,000
Total Expenditures	<u>\$135,000</u>

Status

Task Force Review

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III

Account Number

66

Function Code

2610 - Operation of Building

Object Code

438 - Other Building Services

Allowable Use

15 - Developing strategies and implementing public health protocols for the reopening and operation of school facilities.

Please describe the expenditures within the account and how they will address a COVID-19 need

Enhanced Facility Cleaning of School Buildings to reduce spread of COVID among teachers and students. 50% of the district's student population is military affiliated. Our students and parents come from all over the world and attend our schools. This increases the districts chance of an outbreak of COVID or other illnesses. The district is looking to reduce the amount of time a student or teacher is out of the classroom. (Separate contract approved by USD475 Board of Education): Contractor to add staff in addition to base contract to wipe down facilities (entrance doors, lobby areas, conference rooms, classroom desktops, etc.) hourly with broader disinfection in the evening.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$443,787
Budgeted Expenditures in SFY 2024	\$331,172
Total Expenditures	<u>\$774,959</u>

Status

Approved

Line Item ID: 475-3-0003

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III

Account Number

66

Function Code

2130 - Health Services

Object Code

121 - Full-Time Non-Certified Salaries

Allowable Use

15 - Developing strategies and implementing public health protocols for the reopening and operation of school facilities.

Please describe the expenditures within the account and how they will address a COVID-19 need

Additional 3 FTE COVID Health Nurse/Aids to support working with COVID related student health issues to continue to offer in person education and reduce the time a student(s) are out of school. 50% of the district's student population is military affiliated. Our students and parents come from all over the world and attend our schools. This increases the districts chance of an outbreak of COVID or other illnesses. The district is looking to reduce the amount of time a student or teacher is out of the classroom.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$135,000
Budgeted Expenditures in SFY 2024	\$139,050
Total Expenditures	<u>\$274,050</u>

Status

Approved

Line Item ID: 475-3-0004

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III

Account Number

66

Function Code

2130 - Health Services

Object Code

220 - Social Security Contributions

Allowable Use

15 - Developing strategies and implementing public health protocols for the reopening and operation of school facilities.

Please describe the expenditures within the account and how they will address a COVID-19 need

Additional 3 FTE COVID Health Nurse/Aids to support working with COVID related student health issues to continue to offer in person education and reduce the time a student(s) are out of school. 50% of the district's student population is military affiliated. Our students and parents come from all over the world and attend our schools. This increases the districts chance of an outbreak of COVID or other illnesses. The district is looking to reduce the amount of time a student or teacher is out of the classroom.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$10,330
Budgeted Expenditures in SFY 2024	\$10,650
Total Expenditures	<u>\$20,980</u>

Status

Approved

Line Item ID: 475-3-0005

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

ESSER II

Account Number

65

Function Code

2130 - Health Services

Object Code

260 - Unemployment Compensation

Allowable Use

15 - Developing strategies and implementing public health protocols for the reopening and operation of school facilities.

Please describe the expenditures within the account and how they will address a COVID-19 need

Additional 3 FTE COVID Health Nurse/Aids to support working with COVID related student health issues to continue to offer in person education and reduce the time a student(s) are out of school. 50% of the district's student population is military affiliated. Our students and parents come from all over the world and attend our schools. This increases the districts chance of an outbreak of COVID or other illnesses. The district is looking to reduce the amount of time a student or teacher is out of the classroom.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$135
Budgeted Expenditures in SFY 2024	\$140
Total Expenditures	<u>\$275</u>

Status

Approved

Line Item ID: 475-3-0006

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III

Account Number

66

Function Code

2130 - Health Services

Object Code

210 - Group Insurance

Allowable Use

15 - Developing strategies and implementing public health protocols for the reopening and operation of school facilities.

Please describe the expenditures within the account and how they will address a COVID-19 need

Additional 3 FTE COVID Health Nurse/Aids to support working with COVID related student health issues to continue to offer in person education and reduce the time a student(s) are out of school. 50% of the district's student population is military affiliated. Our students and parents come from all over the world and attend our schools. This increases the districts chance of an outbreak of COVID or other illnesses. The district is looking to reduce the amount of time a student or teacher is out of the classroom.

Budgeted Expenditures in SFY 2021	\$0
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Budgeted Expenditures in SFY 2022	\$0
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Budgeted Expenditures in SFY 2023	\$9,300
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Budgeted Expenditures in SFY 2024	\$9,300
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Total Expenditures	<u>\$18,600</u>
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Status

Approved

Line Item ID: 475-3-0007

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III

Account Number

66

Function Code

2210 - Improvement of Instruction Services

Object Code

111 - Full-Time Certified Salaries

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Please describe the expenditures within the account and how they will address a COVID-19 need

Addition of five building staff Coaches to improve effectiveness of teachers delivery of education to students struggling due to COVID related impacts. Positions - 3 Highschool and 2 Elementary. The positions salary and benefits will be allocated into the future FY25 general funds budget when ESSER funding ends.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$300,000
Budgeted Expenditures in SFY 2024	\$310,000
Total Expenditures	\$610,000

Status

Approved

Line Item ID: 475-3-0008

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III

Account Number

66

Function Code

2210 - Improvement of Instruction Services

Object Code

220 - Social Security Contributions

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Please describe the expenditures within the account and how they will address a COVID-19 need

Addition of five building staff Coaches to improve effectiveness of teachers delivery of education to students struggling due to COVID related impacts. Positions - 3 Highschool and 2 Elementary. The positions salary and benefits will be allocated into the future FY25 general funds budget when ESSER funding ends.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$22,950
Budgeted Expenditures in SFY 2024	\$23,715
Total Expenditures	\$46,665

Status

Approved

Line Item ID: 475-3-0009

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III

Account Number

66

Function Code

2210 - Improvement of Instruction Services

Object Code

260 - Unemployment Compensation

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Please describe the expenditures within the account and how they will address a COVID-19 need

Addition of five building staff Coaches to improve effectiveness of teachers delivery of education to students struggling due to COVID related impacts. Positions - 3 Highschool and 2 Elementary. The positions salary and benefits will be allocated into the future FY25 general funds budget when ESSER funding ends.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$300
Budgeted Expenditures in SFY 2024	\$310
Total Expenditures	\$610

Status

Approved

Line Item ID: 475-3-0010

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III

Account Number

66

Function Code

2210 - Improvement of Instruction Services

Object Code

210 - Group Insurance

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Please describe the expenditures within the account and how they will address a COVID-19 need

Addition of five building staff Coaches to improve effectiveness of teachers delivery of education to students struggling due to COVID related impacts. Positions - 3 Highschool and 2 Elementary. The positions salary and benefits will be allocated into the future FY25 general funds budget when ESSER funding ends.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$19,400
Budgeted Expenditures in SFY 2024	\$19,400
Total Expenditures	\$38,800

Status

Approved

Line Item ID: 475-3-0011

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III

Account Number

66

Function Code

1000 - Instruction

Object Code

610 - General Supplies and Materials

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Please describe the expenditures within the account and how they will address a COVID-19 need

"Social Studies Implementation - K-8th

Since KSDE implemented the History, Geography, Social Studies Assessment, which is administered in 4th, 7th, and 11th, the district has given assessments during the pilot. Covid delayed student learning and caused more students be below grade level. This year the district is in the process of completing the required HGSS Field Test. It is obvious that the students struggled with inquiry-based social studies; not having a research-based, viable and consistent curriculum was placing a burden on both the students and the teachers. 39.3% of USD475 students performed below grade level. "

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$0
Budgeted Expenditures in SFY 2024	\$640,000
Total Expenditures	<u>\$640,000</u>

Status

Approved

Line Item ID: 475-3-0012

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III

Account Number

66

Function Code

2213 - Instructional Staff Training Services

Object Code

126 - Overtime Salaries

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Please describe the expenditures within the account and how they will address a COVID-19 need

"Social Studies Implementation - K-8th - Professional Development (Extra Duty/Overtime) related to new curriculum. Since KSDE implemented the History, Geography, Social Studies Assessment, which is administered in 4th, 7th, and 11th, the district has given assessments during the pilot. COVID delayed student learning and caused more students be below grade level. This year the district is in the process of completing the required HGSS Field Test. It is obvious that the students struggled with inquiry-based social studies; not having a research-based, viable and consistent curriculum was placing a burden on both the students and the teachers. 39.3% of USD475 students performed below grade level.

600 staff x 4hrs

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$0
Budgeted Expenditures in SFY 2024	\$60,000
Total Expenditures	\$60,000

Status

Approved

Line Item ID: 475-3-0013

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III

Account Number

66

Function Code

2213 - Instructional Staff Training Services

Object Code

220 - Social Security Contributions

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Please describe the expenditures within the account and how they will address a COVID-19 need

"Social Studies Implementation - K-8th - Professional Development (Extra Duty/Overtime) related to new curriculum. Since KSDE implemented the History, Geography, Social Studies Assessment, which is administered in 4th, 7th, and 11th, the district has given assessments during the pilot. Covid delayed student learning and caused more students be below grade level. This year the district is in the process of completing the required HGSS Field Test. It is obvious that the students struggled with inquiry-based social studies; not having a research-based, viable and consistent curriculum was placing a burden on both the students and the teachers. 39.3% of USD475 students performed below grade level.

600 staff x 4hrs

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$0
Budgeted Expenditures in SFY 2024	\$4,590
Total Expenditures	<u>\$4,590</u>

Status

Approved

Line Item ID: 475-3-0014

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

66`

Function Code

2213 - Instructional Staff Training Services

Object Code

260 - Unemployment Compensation

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Please describe the expenditures within the account and how they will address a COVID-19 need

"Social Studies Implementation - K-8th - Professional Development (Extra Duty/Overtime) related to new curriculum. Since KSDE implemented the History, Geography, Social Studies Assessment, which is administered in 4th, 7th, and 11th, the district has given assessments during the pilot. Covid delayed student learning and caused more students be below grade level. This year the district is in the process of completing the required HGSS Field Test. It is obvious that the students struggled with inquiry-based social studies; not having a research-based, viable and consistent curriculum was placing a burden on both the students and the teachers. 39.3% of USD475 students performed below grade level.

600 staff x 4hrs

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$0
Budgeted Expenditures in SFY 2024	\$60
Total Expenditures	<u>\$60</u>

Status

Approved

Line Item ID: 475-3-0015

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III

Account Number

66

Function Code

1000 - Instruction

Object Code

610 - General Supplies and Materials

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Please describe the expenditures within the account and how they will address a COVID-19 need

Science Implementation - 6-8th To increase student efficacy, improve science and problem-solving skills, and to increase KAP test scores and overcome the learning gap caused by Covid, it is critical to move from a passive science classroom to a phenomena-based inquiry classroom. We would like to implement a 6th – 8th grade strong, standards-based curriculum. Only 33.69% students meet or above grade level.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$0
Budgeted Expenditures in SFY 2024	\$1,100,000
Total Expenditures	<u>\$1,100,000</u>

Status

Approved

Line Item ID: 475-3-0017

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III

Account Number

66

Function Code

2213 - Instructional Staff Training Services

Object Code

126 - Overtime Salaries

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Please describe the expenditures within the account and how they will address a COVID-19 need

"Science Implementation - 6th-8th - Professional Development (Extra Duty/Overtime)
20 staff x 8 hrs

To increase student efficacy, improve science and problem-solving skills, and to increase KAP test scores and overcome the learning gap caused by Covid, it is critical to move from a passive science classroom to a phenomena-based inquiry classroom. We would like to implement a 6th – 8th grade strong, standards-based curriculum.

6-8th students only 33.69% meet or above grade level."

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$0
Budgeted Expenditures in SFY 2024	\$4,000
Total Expenditures	<u>\$4,000</u>

Status

Approved

Line Item ID: 475-3-0018

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III

Account Number

66

Function Code

2213 - Instructional Staff Training Services

Object Code

220 - Social Security Contributions

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Please describe the expenditures within the account and how they will address a COVID-19 need

"Science Implementation - 6th-8th - Professional Development (Extra Duty/Overtime)
20 staff x 8 hrs

To increase student efficacy, improve science and problem-solving skills, and to increase KAP test scores and overcome the learning gap caused by Covid, it is critical to move from a passive science classroom to a phenomena-based inquiry classroom. We would like to implement a 6th – 8th grade strong, standards-based curriculum.

6-8th students only 33.69% meet or above grade level."

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$0
Budgeted Expenditures in SFY 2024	\$306
Total Expenditures	<u>\$306</u>

Status

Approved

Line Item ID: 475-3-0019

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

66

Function Code

2213 - Instructional Staff Training Services

Object Code

260 - Unemployment Compensation

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Please describe the expenditures within the account and how they will address a COVID-19 need

"Science Implementation - 6th-8th - Professional Development (Extra Duty/Overtime)
20 staff x 8 hrs

To increase student efficacy, improve science and problem-solving skills, and to increase KAP test scores and overcome the learning gap caused by Covid, it is critical to move from a passive science classroom to a phenomena-based inquiry classroom. We would like to implement a 6th – 8th grade strong, standards-based curriculum.

6-8th students only 33.69% meet or above grade level."

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$0
Budgeted Expenditures in SFY 2024	\$4
Total Expenditures	<u>\$4</u>

Status

Approved

Line Item ID: 475-3-0020

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III

Account Number

66

Function Code

1000 - Instruction

Object Code

610 - General Supplies and Materials

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Please describe the expenditures within the account and how they will address a COVID-19 need

Wonders Curriculum K-1st Grade - Decodable Program Academic Goal: USD 475 will equitably address the academic learning loss, due to COVID, of students in all demographic categories. Analyze and purchase research-based Literacy and Math resources that meet academic needs of all students. Provide professional development for administrators and teachers on materials purchased. Evidence: ELA Fast Bridge screeners indicate (49%) forty-nine August, January, May Fast Bridge screeners reduction in the number of tier 2 and tier 3 students. Fast Bridge progress monitoring data that demonstrates student growth in a subskill of reading or math. 2021-22 School Year, 2022-23 School Year, percent of students are proficient. (USD 475 Dashboard) Math Fast bridge screeners indicate (53%) fifty-three percent of students are proficient. (USD 475 Dashboard) Target: Increase the number of students scoring in Tier 1 by a 2% incremental increase per year.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$45,000
Budgeted Expenditures in SFY 2023	\$2,500
Budgeted Expenditures in SFY 2024	\$2,500
Total Expenditures	\$50,000

Status

Approved

Line Item ID: 475-3-0021

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III

Account Number

66

Function Code

1000 - Instruction

Object Code

610 - General Supplies and Materials

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Please describe the expenditures within the account and how they will address a COVID-19 need

"Social Emotional Curriculum - Address the social, emotional, and learning (SEL) needs of students who have lacked personal interactions with peers and school staff over the last two years due to COVID lockdowns. 50% of the district's student population is military affiliated. Our students and parents come from all over the world and attend our schools. Many students enrolling in the district were taught remotely in FY20 and 21 and need additional SEL Supports.

The K-8 Social and Emotional Curriculum that was selected in the PILOT is Second Step and the cost of materials and PD is \$109,458.

The 9-12 Curriculum that was selected from the PILOT is the College and Career Competency Framework. The curriculum materials are free through TASN and the professional development will be approximately \$6,000.00. This is a total of \$115,458.00 total for three year licenses. I would recommend another \$3,000 for replacement materials for a total of \$118,458.00 for three years.

USD 475 secondary schools have experienced a 32% increase in student discipline referrals since students returned from COVID for the 2021-22 school year. The level of the referral has also increased by 17% between level one to two discipline issues."

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$60,000
Budgeted Expenditures in SFY 2023	\$1,500
Budgeted Expenditures in SFY 2024	\$1,500
Total Expenditures	<u>\$63,000</u>

Status

Approved

Line Item ID: 475-3-0022

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III

Account Number

66

Function Code

2213 - Instructional Staff Training Services

Object Code

330 - Professional Employee Training and Development Services

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Please describe the expenditures within the account and how they will address a COVID-19 need

"Contracted Professional Development - Training to support implementation of new Social Emotional curriculum. Address the social, emotional, and learning (SEL) needs of students who have lacked personal interactions with peers and school staff the past two years due to COVID lockdowns. Many students enrolling in the district were taught remotely in FY20 and 21 and need additional SEL Supports. Provide training for administrators, teachers, and support staff on SEL best practices. Partner with local mental health agencies.

The K-8 Social and Emotional Curriculum that was selected in the PILOT is Second Step and the cost of materials and PD is \$109,458.

The 9-12 Curriculum that was selected from the PILOT is the College and Career Competency Framework. The curriculum materials are free through TASN and the professional development will be approximately \$6,000.00. This is a total of \$115,458.00 total for three year licenses. I would recommend another \$3,000 for replacement materials for a total of \$118,458.00 for three years.

USD 475 secondary schools have experienced a 32% increase in student discipline referrals since students returned from COVID for the 2021-22 school year. The level of the referral has also increased by 17% between level one to two discipline issues."

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$56,000
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$56,000</u>

Status

Approved

Line Item ID: 475-3-0023

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III

Account Number

66

Function Code

2213 - Instructional Staff Training Services

Object Code

582 - Out-of-District Travel

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Please describe the expenditures within the account and how they will address a COVID-19 need

"Professional Development Travel - MANDT Training Original MANDT staff trainers are no longer employed with the district causing a need for re-certification of new staff.

Training used to directly work with increased incidence of violence to students and staff. MANDT will be used as a model of de-escalation.

USD 475 secondary schools have experienced a 32% increase in student discipline referrals since students returned from COVID for the 2021-22 school year. The level of the referral has also increased by 17% between level one to two discipline issues."

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$32,000
Budgeted Expenditures in SFY 2024	\$12,000
Total Expenditures	<u>\$44,000</u>

Status

Approved

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III

Account Number

66

Function Code

2213 - Instructional Staff Training Services

Object Code

126 - Overtime Salaries

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Please describe the expenditures within the account and how they will address a COVID-19 need

"Professional Development - Extra Duty (extra pay/overtime) - Provide new teachers Social Emotional training of new curriculum to support bridging the achievement gap among students who have experienced the COVID slide. (Funding for new hires not part of original implementation of new program 100 K-12 teachers x 4hrs)

USD 475 secondary schools have experienced a 32% increase in student discipline referrals since students returned from COVID for the 2021-22 school year. The level of the referral has also increased by 17% between level one to two discipline issues."

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$10,000
Budgeted Expenditures in SFY 2024	\$10,000
Total Expenditures	<u>\$20,000</u>

Status

Approved

Line Item ID: 475-3-0025

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III

Account Number

66

Function Code

2213 - Instructional Staff Training Services

Object Code

220 - Social Security Contributions

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Please describe the expenditures within the account and how they will address a COVID-19 need

Professional Development - Benefits - Extra Duty (extra pay/overtime) - Benefits

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$765**Budgeted Expenditures in SFY 2024** \$765**Total Expenditures** \$1,530**Status**

Approved

Line Item ID: 475-3-0026

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III

Account Number

66

Function Code

2213 - Instructional Staff Training Services

Object Code

260 - Unemployment Compensation

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Please describe the expenditures within the account and how they will address a COVID-19 need

Professional Development - Benefits - Extra Duty (extra pay/overtime) - Benefits

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$10**Budgeted Expenditures in SFY 2024** \$10**Total Expenditures** \$20**Status**

Approved

Line Item ID: 475-3-0027

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III

Account Number

66

Function Code

2210 - Improvement of Instruction Services

Object Code

330 - Professional Employee Training and Development Services

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Please describe the expenditures within the account and how they will address a COVID-19 need

Consultant Social Emotional Professional Development: Address the social, emotional, and learning (SEL) needs of students who have lacked personal interactions with peers and school staff during FY20 and FY21. 50% of the district's student population is military affiliated. Our students and parents come from all over the world and attend USD475 schools. Many students enrolling in the district were taught remotely in FY20 and 21 and need additional SEL supports beyond what the district has provided in the past. Feedback on training and curriculum improvements to observations and feedback; Consistently applied across the district.

USD 475 secondary schools have experienced a 32% increase in student discipline referrals since students returned from COVID for the 2021-22 school year. The level of the referral has also increased by 17% between level one to two discipline issues."

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$25,000
Budgeted Expenditures in SFY 2024	\$25,000
Total Expenditures	\$50,000

Status

Approved

Line Item ID: 475-3-0028

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III

Account Number

66

Function Code

2210 - Improvement of Instruction Services

Object Code

300 - PURCHASED PROFESSIONAL AND TECHNICAL SERVICES

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Please describe the expenditures within the account and how they will address a COVID-19 need

Contracted Program and Assessment Reviews.

Consultant to evaluate district programs and assessments to identify how to obtain a greater learning impact with students with limited ability to hire additional teacher resources due to COVID and the "great resignation". Due to a significant loss of instructional time from COVID related restrictions, current data demonstrates 477 high school students and 534 middle school students have received a "F" as the end of course grade this academic school year. Additionally, as a practice, USD 475 does not retain students; therefore, the district will need to ensure elementary students are on grade level each year.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$45,000
Budgeted Expenditures in SFY 2024	\$45,000
Total Expenditures	<u>\$90,000</u>

Status

Approved

Line Item ID: 475-3-0029

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III

Account Number

66

Function Code

2213 - Instructional Staff Training Services

Object Code

126 - Overtime Salaries

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Please describe the expenditures within the account and how they will address a COVID-19 need

"Ongoing Professional Development - Continuation of ESSER II Language Arts Adoptions and supports.

LTRS training plan finalized and new language arts adoption) Professional Development - Overtime - Provide teachers and academic coaches in Language Arts at the secondary level to provide ongoing, evidence-based embedded professional development to support teachers in bridging the achievement gap among students who have experienced the COVID slide.

- English Adoption – 250 staff at 4 hours (k-6th)

Language Arts Implementation: District needs assessment demonstrates academic deficits in ELA and Math. Forty-seven percent (47%) in Reading and Fifty-one percent (51%) in Math are performing at Tier 2 and Tier 3. Improve consistency of language arts education across district and student assessment scores."

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$25,000
Budgeted Expenditures in SFY 2024	\$25,000
Total Expenditures	\$50,000

Status

Approved

Line Item ID: 475-3-0030

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

66

Function Code

2213 - Instructional Staff Training Services

Object Code

220 - Social Security Contributions

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Please describe the expenditures within the account and how they will address a COVID-19 need

Ongoing Professional Development - Benefits - Continuation of ESSER II Language Arts Adoptions and supports.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$1,915
Budgeted Expenditures in SFY 2024	\$1,915
Total Expenditures	<u>\$3,830</u>

Status

Approved

Line Item ID: 475-3-0031

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III

Account Number

66

Function Code

2213 - Instructional Staff Training Services

Object Code

260 - Unemployment Compensation

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Please describe the expenditures within the account and how they will address a COVID-19 need

Ongoing Professional Development - Benefits - Continuation of ESSER II Language Arts Adoptions and supports.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$25
Budgeted Expenditures in SFY 2024	\$25
Total Expenditures	<u>\$50</u>

Status

Approved

Line Item ID: 475-3-0032

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III

Account Number

66

Function Code

2213 - Instructional Staff Training Services

Object Code

126 - Overtime Salaries

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Please describe the expenditures within the account and how they will address a COVID-19 need

"Professional Development - Continuation of ESSER II Math Adoption annual training. Math Implementation K- 12th Grade. District needs assessment demonstrates academic deficits in ELA and Math. Forty-seven percent (47%) in Reading and Fifty-one percent (51%) in Math are performing at Tier 2 and Tier 3. Improve consistency of Math education across district and student assessment scores.

Professional Development - Extra Duty - Math. Provide academic coaches in ELA and Math at the secondary level to provide ongoing, evidence-based embedded professional development to support teachers in bridging the achievement gap among students who have experienced the COVID slide.Math Adoption – 600 staff at 2 hours (K-12)50 new hires x 4 hours (K-12)"

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$35,000
Budgeted Expenditures in SFY 2024	\$35,000
Total Expenditures	<u>\$70,000</u>

Status

Approved

Line Item ID: 475-3-0033

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III

Account Number

66

Function Code

2213 - Instructional Staff Training Services

Object Code

220 - Social Security Contributions

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Please describe the expenditures within the account and how they will address a COVID-19 need

Ongoing Professional Development Benefits - Continuation of ESSER II Math Adoption and supports.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$2,675
Budgeted Expenditures in SFY 2024	\$2,675
Total Expenditures	\$5,350

Status

Approved

Line Item ID: 475-3-0034

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III

Account Number

66

Function Code

2213 - Instructional Staff Training Services

Object Code

260 - Unemployment Compensation

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Please describe the expenditures within the account and how they will address a COVID-19 need

Ongoing Professional Development Benefits - Continuation of ESSER II Math Adoption and supports.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$35
Budgeted Expenditures in SFY 2024	\$35
Total Expenditures	\$70

Status

Approved

Line Item ID: 475-3-0035

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III

Account Number

66

Function Code

1000 - Instruction

Object Code

126 - Overtime Salaries

Allowable Use

11B - Planning and implementing supplemental after-school programs.

Please describe the expenditures within the account and how they will address a COVID-19 need

"Saturday School: New Program - Due to a significant loss of instructional time from COVID related restrictions, current data demonstrates 477 high school students and 534 middle school students have received a "F" as the end of course grade this academic school year. Additionally, as a practice, USD 475 does not retain students; therefore, we will need to ensure elementary students are on grade level each year. District wishes to extend the academic calendar to identify additional time for instruction for students who have experienced achievement deficits due to COVID at the secondary level by developing Saturday School options at the secondary level. This will allow those students that work, participate in activities, or take care of younger siblings an opportunity to obtain additional support services.

4 staff x 6 hrs. per 10 months.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$6,000
Budgeted Expenditures in SFY 2024	\$6,000
Total Expenditures	<u>\$12,000</u>

Status

Approved

Line Item ID: 475-3-0036

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III

Account Number

66

Function Code

1000 - Instruction

Object Code

220 - Social Security Contributions

Allowable Use

11B - Planning and implementing supplemental after-school programs.

Please describe the expenditures within the account and how they will address a COVID-19 need

Saturday School - Weekend - After School Programs Benefits

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$459**Budgeted Expenditures in SFY 2024** \$459**Total Expenditures** \$918**Status**

Approved

Line Item ID: 475-3-0037

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III

Account Number

66

Function Code

1000 - Instruction

Object Code

260 - Unemployment Compensation

Allowable Use

11B - Planning and implementing supplemental after-school programs.

Please describe the expenditures within the account and how they will address a COVID-19 need

Saturday School - Weekend - After School Programs Benefits

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$6**Budgeted Expenditures in SFY 2024** \$6**Total Expenditures** \$12**Status**

Approved

Line Item ID: 475-3-0038

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III

Account Number

66

Function Code

1000 - Instruction

Object Code

126 - Overtime Salaries

Allowable Use

11A - Planning and implementing summer learning or enrichment programs.

Please describe the expenditures within the account and how they will address a COVID-19 need

"ACT Bootcamps - Summer Program: The current High School Seniors have been impacted two consecutive years with interruptions and school year adjustments due to COVID. Recommended Strategy: Provide additional academic support. Junction City High School (JCHS) Students are performing below the State's average. ACT is a national college admissions exam that includes subject level tests in English, Math, Reading and Science. Students earn scores that range from 1 to 36 on each subject and an overall Composite score. Below are the annual averages: Year JCHS Scores State, 2018 20.4 21.6, 2019 19.9 21.1, 2020 19.1 20.4

District will provide ACT Bootcamps for 14 days to students. The district will pay the teachers overtime pay and purchase materials and supplies. The bootcamp is a new program that was partially implemented during the FY2021 school year using ESSER I and II funding. Summer program - Overtime for 1 staff at 79.50 hours. Overtime will move into state categorical funds after closure of ESSER III grant funds. Additionally, the district will offer an ACT Preparation Course as an elective for Sophomores, Juniors and Seniors. Position is paid out of state categorical funds."

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$2,000
Budgeted Expenditures in SFY 2024	\$2,000
Total Expenditures	\$4,000

Status

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

66

Function Code

1000 - Instruction

Object Code

220 - Social Security Contributions

Allowable Use

11A - Planning and implementing summer learning or enrichment programs.

Please describe the expenditures within the account and how they will address a COVID-19 need

"ACT Bootcamps - Summer Program: The current High School Seniors have been impacted two consecutive years with interruptions and school year adjustments due to COVID. Recommended Strategy: Provide additional academic support. Junction City High School (JCHS) Students are performing below the State's average. ACT is a national college admissions exam that includes subject level tests in English, Math, Reading and Science. Students earn scores that range from 1 to 36 on each subject and an overall Composite score. Below are the annual averages: Year JCHS Scores State, 2018 20.4 21.6, 2019 19.9 21.1, 2020 19.1 20.4

District will provide ACT Bootcamps for 14 days to students. The district will pay the teachers overtime pay and purchase materials and supplies. The bootcamp is a new program that was partially implemented during the FY2021 school year using ESSER I and II funding. Summer program - Overtime for 1 staff at 79.50 hours. Overtime will move into state categorical funds after closure of ESSER III grant funds. Additionally, the district will offer an ACT Preparation Course as an elective for Sophomores, Juniors and Seniors. Position is paid out of state categorical funds."

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$307
Budgeted Expenditures in SFY 2023	\$153
Budgeted Expenditures in SFY 2024	\$153
Total Expenditures	\$613

Status

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

66

Function Code

1000 - Instruction

Object Code

260 - Unemployment Compensation

Allowable Use

11A - Planning and implementing summer learning or enrichment programs.

Please describe the expenditures within the account and how they will address a COVID-19 need

"ACT Bootcamps - Summer Program: The current High School Seniors have been impacted two consecutive years with interruptions and school year adjustments due to COVID. Recommended Strategy: Provide additional academic support. Junction City High School (JCHS) Students are performing below the State's average. ACT is a national college admissions exam that includes subject level tests in English, Math, Reading and Science. Students earn scores that range from 1 to 36 on each subject and an overall Composite score. Below are the annual averages: Year JCHS Scores State, 2018 20.4 21.6, 2019 19.9 21.1, 2020 19.1 20.4

District will provide ACT Bootcamps for 14 days to students. The district will pay the teachers overtime pay and purchase materials and supplies. The bootcamp is a new program that was partially implemented during the FY2021 school year using ESSER I and II funding. Summer program - Overtime for 1 staff at 79.50 hours. Overtime will move into state categorical funds after closure of ESSER III grant funds. Additionally, the district will offer an ACT Preparation Course as an elective for Sophomores, Juniors and Seniors. Position is paid out of state categorical funds."

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$2
Budgeted Expenditures in SFY 2023	\$2
Budgeted Expenditures in SFY 2024	\$2
Total Expenditures	\$6

Status

Approved

Line Item ID: 475-3-0041

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

66

Function Code

1000 - Instruction

Object Code

610 - General Supplies and Materials

Allowable Use

11A - Planning and implementing summer learning or enrichment programs.

Please describe the expenditures within the account and how they will address a COVID-19 need

"ACT Bootcamp - Supplies and ACT curriculum materials
50 students at \$25 EA."

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$1,250
Budgeted Expenditures in SFY 2023	\$1,250
Budgeted Expenditures in SFY 2024	\$1,250
Total Expenditures	<u>\$3,750</u>

Status

Approved

Line Item ID: 475-3-0042

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III

Account Number

66

Function Code

1000 - Instruction

Object Code

126 - Overtime Salaries

Allowable Use

11A - Planning and implementing summer learning or enrichment programs.

Please describe the expenditures within the account and how they will address a COVID-19 need

"Summer School: Due to a significant loss of instructional time from COVID related restrictions, current data demonstrates 477 high school students and 534 middle school students have received a "F" as the end of course grade this academic school year. Additionally, as a practice, USD 475 does not retain students; therefore, we will need to ensure elementary students are on grade level each year. The current High School Seniors have been impacted two consecutive years with interruptions and school year adjustments due to COVID. Recommended Strategy: Provide additional academic support.

- Summer school sessions will be provided for student gap remediation. District will offer 18 days of summer school session over 4 weeks.

o Secondary - 450 students – Offer choice of 2 sessions for 4 weeks each.

o Elementary 500 students- Offer choice of 2 sessions for 4 weeks each.

o 50 teachers estimated to teach each session. "

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$208,215
Budgeted Expenditures in SFY 2023	\$208,215
Budgeted Expenditures in SFY 2024	\$208,215
Total Expenditures	\$624,645

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

66

Function Code

1000 - Instruction

Object Code

220 - Social Security Contributions

Allowable Use

11A - Planning and implementing summer learning or enrichment programs.

Please describe the expenditures within the account and how they will address a COVID-19 need

Summer School - Benefits

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$15,925
Budgeted Expenditures in SFY 2023	\$15,925
Budgeted Expenditures in SFY 2024	\$15,925
Total Expenditures	<u>\$47,775</u>

Status

Approved

Line Item ID: 475-3-0044

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III

Account Number

66

Function Code

1000 - Instruction

Object Code

260 - Unemployment Compensation

Allowable Use

11A - Planning and implementing summer learning or enrichment programs.

Please describe the expenditures within the account and how they will address a COVID-19 need

Summer School - Benefits

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$208
Budgeted Expenditures in SFY 2023	\$208
Budgeted Expenditures in SFY 2024	\$208
Total Expenditures	<u>\$624</u>

Status

Approved

Line Item ID: 475-3-0045

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III

Account Number

65

Function Code

1000 - Instruction

Object Code

610 - General Supplies and Materials

Allowable Use

11A - Planning and implementing summer learning or enrichment programs.

Please describe the expenditures within the account and how they will address a COVID-19 need

"Summer School - Curriculum supplies for below sessions: Summer school sessions will be provided for student gap remediation. District will offer 18 days of summer school session over 4 weeks. o Secondary - 450 students – Offer choice of 2 sessions for 4 weeks each. o Elementary 500 students- Offer choice of 2 sessions for 4 weeks each.o 50 teachers estimated to teach each session. "

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$22,000
Budgeted Expenditures in SFY 2023	\$22,000
Budgeted Expenditures in SFY 2024	\$22,000
Total Expenditures	<u>\$66,000</u>

Status

Approved

Line Item ID: 475-3-0046

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III

Account Number

66

Function Code

1000 - Instruction

Object Code

126 - Overtime Salaries

Allowable Use

11A - Planning and implementing summer learning or enrichment programs.

Please describe the expenditures within the account and how they will address a COVID-19 need

"Transition Programs (k-1st, 5th-6th, 8-9th Grades). The district is experiencing academic gaps in the transitional grades. Recommended Strategy: Provide a summer transition program (in addition to summer school) for students in the following grades: a. K to 1 - 655 - 18 days 6 staff at 4 hours/per day b. 5 to 6 - 519 - 4 days 17 staff at 4 hours/per day c. 8 to 9 - 470 - 15 days 5 staff at 5 hours/per day. This is a new program that will provide additional education supports for pre-requisite skills for students entering the next transitional grade (1st, 6th, 9th grades) . The district will continue to also offer the traditional transitional sessions for students to understand the logistics of their new building and class schedules (paid for out of general fund)."

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$33,015
Budgeted Expenditures in SFY 2023	\$33,015
Budgeted Expenditures in SFY 2024	\$33,015
Total Expenditures	<u>\$99,045</u>

Status

Approved

Line Item ID: 475-3-0047

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III

Account Number

66

Function Code

1000 - Instruction

Object Code

220 - Social Security Contributions

Allowable Use

11A - Planning and implementing summer learning or enrichment programs.

Please describe the expenditures within the account and how they will address a COVID-19 need

Summer Transition - Benefits

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$2,525
Budgeted Expenditures in SFY 2023	\$2,525
Budgeted Expenditures in SFY 2024	\$2,525
Total Expenditures	<u>\$7,575</u>

Status

Approved

Line Item ID: 475-3-0048

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III

Account Number

66

Function Code

1000 - Instruction

Object Code

260 - Unemployment Compensation

Allowable Use

11A - Planning and implementing summer learning or enrichment programs.

Please describe the expenditures within the account and how they will address a COVID-19 need

Summer Transition - Benefits

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$33
Budgeted Expenditures in SFY 2023	\$33
Budgeted Expenditures in SFY 2024	\$33
Total Expenditures	<u>\$99</u>

Status

Approved

Line Item ID: 475-3-0049

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III

Account Number

66

Function Code

1000 - Instruction

Object Code

610 - General Supplies and Materials

Allowable Use

11A - Planning and implementing summer learning or enrichment programs.

Please describe the expenditures within the account and how they will address a COVID-19 need

Summer Transition School Supplies - Workbooks

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$1,500
Budgeted Expenditures in SFY 2023	\$1,500
Budgeted Expenditures in SFY 2024	\$1,500
Total Expenditures	<u>\$4,500</u>

Status

Approved

Line Item ID: 475-3-0050

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

ESSER IIII

Account Number

66

Function Code

2130 - Health Services

Object Code

126 - Overtime Salaries

Allowable Use

15 - Developing strategies and implementing public health protocols for the reopening and operation of school facilities.

Please describe the expenditures within the account and how they will address a COVID-19 need

Summer School - Nurse, 5 staff x 4 hrs. x 18 days. COVID summer school support - Work with COVID related student health issues to continue to offer in person summer school education and reduce the time a student(s) are out of school. 50% of the district's student population is military affiliated. Our students and parents come from all over the world and attend our schools. This increases the districts chance of an outbreak of COVID or other illnesses. The district is looking to reduce the amount of time a student or teacher is out of the summer school classroom.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$9,000
Budgeted Expenditures in SFY 2023	\$9,000
Budgeted Expenditures in SFY 2024	\$9,000
Total Expenditures	<u>\$27,000</u>

Status

Approved

Line Item ID: 475-3-0051

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III

Account Number

66

Function Code

2130 - Health Services

Object Code

220 - Social Security Contributions

Allowable Use

15 - Developing strategies and implementing public health protocols for the reopening and operation of school facilities.

Please describe the expenditures within the account and how they will address a COVID-19 need

Summer School Nurse - Benefits

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$690
Budgeted Expenditures in SFY 2023	\$690
Budgeted Expenditures in SFY 2024	\$690
Total Expenditures	<u>\$2,070</u>

Status

Approved

Line Item ID: 475-3-0052

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III

Account Number

66

Function Code

2130 - Health Services

Object Code

260 - Unemployment Compensation

Allowable Use

15 - Developing strategies and implementing public health protocols for the reopening and operation of school facilities.

Please describe the expenditures within the account and how they will address a COVID-19 need

Summer School Nurse - Benefits

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$9
Budgeted Expenditures in SFY 2023	\$9
Budgeted Expenditures in SFY 2024	\$9
Total Expenditures	<u>\$27</u>

Status

Approved

Line Item ID: 475-3-0053

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III

Account Number

66

Function Code

2220 - Educational Media Services

Object Code

126 - Overtime Salaries

Allowable Use

11A - Planning and implementing summer learning or enrichment programs.

Please describe the expenditures within the account and how they will address a COVID-19 need

"Summer School - Elementary Librarian. Due to a significant loss of instructional time from COVID related restrictions, current data demonstrates many students not reading at grade level. Elementary 500 students- Offer choice of 2 sessions for 4 weeks each -18 days)

4staff x 4hrs x 18 days

"

Budgeted Expenditures in SFY 2021	\$0
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Budgeted Expenditures in SFY 2022	\$7,200
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Budgeted Expenditures in SFY 2023	\$7,200
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Budgeted Expenditures in SFY 2024	\$7,200
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Total Expenditures	\$21,600
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Status

Approved

Line Item ID: 475-3-0054

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III

Account Number

66

Function Code

2220 - Educational Media Services

Object Code

220 - Social Security Contributions

Allowable Use

11A - Planning and implementing summer learning or enrichment programs.

Please describe the expenditures within the account and how they will address a COVID-19 need

Elementary Librarian Summer School - Benefits

Budgeted Expenditures in SFY 2021	\$0
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Budgeted Expenditures in SFY 2022	\$550
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Budgeted Expenditures in SFY 2023	\$550
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Budgeted Expenditures in SFY 2024	\$550
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Total Expenditures	\$1,650
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Status

Approved

Line Item ID: 475-3-0055

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III

Account Number

66

Function Code

2220 - Educational Media Services

Object Code

260 - Unemployment Compensation

Allowable Use

11A - Planning and implementing summer learning or enrichment programs.

Please describe the expenditures within the account and how they will address a COVID-19 need

Elementary Librarian Summer School - Benefits

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$7
Budgeted Expenditures in SFY 2023	\$7
Budgeted Expenditures in SFY 2024	\$7
Total Expenditures	<u>\$21</u>

Status

Approved

Line Item ID: 475-3-0056

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III

Account Number

66

Function Code

1000 - Instruction

Object Code

126 - Overtime Salaries

Allowable Use

11B - Planning and implementing supplemental after-school programs.

Please describe the expenditures within the account and how they will address a COVID-19 need

"After School Tutoring - District needs assessment demonstrates academic deficits in ELA and Math. Forty-seven percent (47%) in Reading and Fifty-one percent (51%) in Math are performing at Tier 2 and Tier 3. Improve consistency of Math education across district and student assessment scores.

8,000 hours of tutoring for entire district/ 20 schools = 400 hours per school = 40 hours tutoring per 10 months.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$200,000
Budgeted Expenditures in SFY 2024	\$200,000
Total Expenditures	<u>\$400,000</u>

Status

Approved

Line Item ID: 475-3-0057

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III

Account Number

66

Function Code

1000 - Instruction

Object Code

220 - Social Security Contributions

Allowable Use

11B - Planning and implementing supplemental after-school programs.

Please describe the expenditures within the account and how they will address a COVID-19 need

After School Tutoring Benefits

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$15,300**Budgeted Expenditures in SFY 2024** \$15,300**Total Expenditures** \$30,600**Status**

Approved

Line Item ID: 475-3-0058

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III

Account Number

66

Function Code

1000 - Instruction

Object Code

260 - Unemployment Compensation

Allowable Use

11B - Planning and implementing supplemental after-school programs.

Please describe the expenditures within the account and how they will address a COVID-19 need

After School Tutoring Benefits

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$200**Budgeted Expenditures in SFY 2024** \$200**Total Expenditures** \$400**Status**

Approved

Line Item ID: 475-3-0059

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III

Account Number

66

Function Code

2710 - Vehicle Operation

Object Code513 - Student Transportation Services
by Outside Agency or Company**Allowable Use**11A - Planning and implementing
summer learning or enrichment
programs.**Please describe the expenditures within the account and how they will address a COVID-19 need**

Summer School Bussing - for Eight schools. Not all schools open for summer school. Students are bussed from their home school to their summer school program. If district does not offer bussing the student attendance will be reduced. District offering educational field trips on Fridays to entice students to participate in Summer school.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$15,000
Budgeted Expenditures in SFY 2023	\$15,750
Budgeted Expenditures in SFY 2024	\$16,538
Total Expenditures	<u>\$47,288</u>

Status

Approved

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III

Account Number

66

Function Code

2322 - Community Relations Services

Object Code

121 - Full-Time Non-Certified Salaries

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Please describe the expenditures within the account and how they will address a COVID-19 need

"Parent Engagement Coordinator - Communication Employee .5FTE - : Due to COVID fear and restrictions, the district has experienced a slide in parental engagement in our schools.

Recommended Strategy: Hire a part time district parent engagement coordinator to provide parent engagement workshops and training on such topics as best parenting practices, appropriate expectations and discipline, proper nutrition, and health, etc. We will utilize a parent survey to determine parent needs. Include a communication staff member on the parent engagement team to ensure accurate and timely communication is provided throughout the year.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$22,000
Budgeted Expenditures in SFY 2024	\$22,660
Total Expenditures	<u>\$44,660</u>

Status

Approved

Line Item ID: 475-3-0061

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III

Account Number

66

Function Code

2322 - Community Relations Services

Object Code

210 - Group Insurance

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Please describe the expenditures within the account and how they will address a COVID-19 need

Parent Engagement - Communication Employee .5FTE

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$2,130
Budgeted Expenditures in SFY 2024	\$2,130
Total Expenditures	\$4,260

Status

Approved

Line Item ID: 475-3-0062

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III

Account Number

66

Function Code

2322 - Community Relations Services

Object Code

220 - Social Security Contributions

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Please describe the expenditures within the account and how they will address a COVID-19 need

Parent Engagement - Communication Employee .5FTE

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$1,685
Budgeted Expenditures in SFY 2024	\$1,735
Total Expenditures	\$3,420

Status

Approved

Line Item ID: 475-3-0063

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III

Account Number

66

Function Code

2322 - Community Relations Services

Object Code

260 - Unemployment Compensation

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Please describe the expenditures within the account and how they will address a COVID-19 need

Parent Engagement - Communication Employee .5FTE

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$22
Budgeted Expenditures in SFY 2024	\$23
Total Expenditures	<u>\$45</u>

Status

Approved

Line Item ID: 475-3-0064

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III

Account Number

66

Function Code

2100 - Support Services (Students)

Object Code

610 - General Supplies and Materials

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Please describe the expenditures within the account and how they will address a COVID-19 need

Parenting Seminars Supplies - Parent Brochures, Flyers, Welcome back carnival supplies.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$15,000
Budgeted Expenditures in SFY 2024	\$15,000
Total Expenditures	<u>\$30,000</u>

Status

Approved

Line Item ID: 475-3-0065

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III

Account Number

66

Function Code

2100 - Support Services (Students)

Object Code

126 - Overtime Salaries

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Please describe the expenditures within the account and how they will address a COVID-19 need

"Parenting Workshops - Extra Duty/Overtime - Certified staff paid to offer workshops online or in person to support parents related to COVID setbacks in their students education. Parent engagement workshops and training on such topics as best parenting practices, appropriate expectations, discipline, social media safeguards, proper nutrition, and health, etc. We will utilize a parent survey to determine parent needs. Include a communication staff member on the parent engagement team to ensure accurate and timely communication is provided throughout the year. Additionally, classified staff used to support the set up and take down of the event.

USD 475 secondary schools have experienced a 32% increase in student discipline referrals since students returned from COVID for the 2021-22 school year. The level of the referral has also increased by 17% between level one to two discipline issues."

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$2,800
Budgeted Expenditures in SFY 2024	\$2,800
Total Expenditures	\$5,600

Status

Approved

Line Item ID: 475-3-0066

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III

Account Number

66

Function Code

2100 - Support Services (Students)

Object Code

220 - Social Security Contributions

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Please describe the expenditures within the account and how they will address a COVID-19 need

Parenting Workshops - Benefits

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$215
Budgeted Expenditures in SFY 2024	\$215
Total Expenditures	\$430

Status

Approved

Line Item ID: 475-3-0067

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III

Account Number

66

Function Code

2100 - Support Services (Students)

Object Code

260 - Unemployment Compensation

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Please describe the expenditures within the account and how they will address a COVID-19 need

Parenting Workshops - Benefits

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$3
Budgeted Expenditures in SFY 2024	\$3
Total Expenditures	\$6

Status

Approved

Line Item ID: 475-3-0068

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III

Account Number

66

Function Code

2410 - Office of the Principal Services

Object Code

610 - General Supplies and Materials

Allowable Use

7 - Purchasing supplies to sanitize and clean LEA and school facilities.

Please describe the expenditures within the account and how they will address a COVID-19 need

Personal Protective Supplies - District mask policy is currently optional. (Masks, Disinfectant, etc.) - Used to reduce spread of COVID among teachers and students. 50% of the district's student population is military affiliated. Our students and parents come from all over the world and attend our schools. This increases the districts chance of an outbreak of COVID or other illnesses. The district is looking to reduce the amount of time a student or teacher is out of the classroom.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$5,000
Budgeted Expenditures in SFY 2024	\$5,000
Total Expenditures	<u>\$10,000</u>

Status

Approved

Line Item ID: 475-3-0069

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III

Account Number

66

Function Code

1000 - Instruction

Object Code

121 - Full-Time Non-Certified Salaries

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Please describe the expenditures within the account and how they will address a COVID-19 need

"Elementary Classroom Aids - Add 8 additional classroom aids beyond current district guidelines. Utilize classified aids during the school day to support the management of the classroom while certificated staff focus on smaller groups of students struggling due to COVID impacts to reinforce lessons taught during the same class period to . Classified Aids will only work when students are in school (up to 7 hours per day).

-District to provide classified aides based on At-Risk population in schools.

"

Budgeted Expenditures in SFY 2021	\$0
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Budgeted Expenditures in SFY 2022	\$0
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Budgeted Expenditures in SFY 2023	\$160,000
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Budgeted Expenditures in SFY 2024	\$160,000
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Total Expenditures	<u>\$320,000</u>
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Status

Approved

Line Item ID: 475-3-0070

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III

Account Number

66

Function Code

1000 - Instruction

Object Code

220 - Social Security Contributions

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Please describe the expenditures within the account and how they will address a COVID-19 need

Classified Aids - Benefits

Budgeted Expenditures in SFY 2021	\$0
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Budgeted Expenditures in SFY 2022	\$0
--	-----

Budgeted Expenditures in SFY 2023	\$12,240
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Budgeted Expenditures in SFY 2024	\$12,240
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Total Expenditures	<u>\$24,480</u>
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Status

Approved

Line Item ID: 475-3-0071

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III

Account Number

66

Function Code

1000 - Instruction

Object Code

260 - Unemployment Compensation

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Please describe the expenditures within the account and how they will address a COVID-19 need

Classified Aids - Benefits

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$160
Budgeted Expenditures in SFY 2024	\$160
Total Expenditures	<u>\$320</u>

Status

Approved

Line Item ID: 475-3-0072

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III

Account Number

66

Function Code

2100 - Support Services (Students)

Object Code

121 - Full-Time Non-Certified Salaries

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Please describe the expenditures within the account and how they will address a COVID-19 need

"FOSTER CARE COORDINATOR - .5 FTE - District is seeing an uptick in foster care students. Coordinator to focus on reducing impacts of COVID 19 on foster care students.

Collaborates with foster care system to identify the school-related needs of students in foster care and serves as a liaison between community resources, foster parents and the students.

Assists foster families and students with the completion and submission of paperwork, applications and required documents to obtain KanCare, birth certificates, social security cards and SNAP benefits for students."

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$3,360
Budgeted Expenditures in SFY 2023	\$21,630
Budgeted Expenditures in SFY 2024	\$22,280
Total Expenditures	<u>\$47,270</u>

Status

Approved

Line Item ID: 475-3-0073

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III

Account Number

66

Function Code

2100 - Support Services (Students)

Object Code

220 - Social Security Contributions

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Please describe the expenditures within the account and how they will address a COVID-19 need

Foster Care Engagement Coordinator - Benefits

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$255
Budgeted Expenditures in SFY 2023	\$1,655
Budgeted Expenditures in SFY 2024	\$1,705
Total Expenditures	<u>\$3,615</u>

Status

Approved

Line Item ID: 475-3-0074

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III

Account Number

66

Function Code

2100 - Support Services (Students)

Object Code

260 - Unemployment Compensation

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Please describe the expenditures within the account and how they will address a COVID-19 need

Foster Care Engagement Coordinator - Benefits

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$3
Budgeted Expenditures in SFY 2023	\$22
Budgeted Expenditures in SFY 2024	\$23
Total Expenditures	<u>\$48</u>

Status

Approved

Line Item ID: 475-3-0075

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III

Account Number

66

Function Code

2100 - Support Services (Students)

Object Code

610 - General Supplies and Materials

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Please describe the expenditures within the account and how they will address a COVID-19 need

Foster Care Engagement Coordinator - Supplies

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$10,000
Budgeted Expenditures in SFY 2023	\$10,000
Budgeted Expenditures in SFY 2024	\$10,000
Total Expenditures	<u>\$30,000</u>

Status

Approved

Line Item ID: 475-3-0076

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III

Account Number

66

Function Code

2900 - Other Support Services (would include room and board for Special Education students)

Object Code

100 - Personal Services - Salaries

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Please describe the expenditures within the account and how they will address a COVID-19 need

"Retention incentive - FY2022 School Year - 4th Quarter

Existing staff that work 95% of the staffs contract. District wide in USD 475, approximately 9% of our positions remain unfilled.

The number of vacancies in a non-COVID year/teacher shortage year is typically well under 5%. We have the following unfilled positions currently: 31 teachers, 5 special education teachers, 19 paraprofessionals, 19 food service positions, and 41 support staff positions such as, aides, tutors, hall monitors, and office staff. We are currently using 7 substitute teachers in long-term substitute roles. Approximately 10 substitute assignments go unfilled each day and must be covered internally by existing teachers, administrators, and other support staff. To meet the needs of our students by retaining and recruiting staff members, Geary County Schools would like to follow the model implemented by Topeka 501 and offer staff retention and recruitment pay for maintaining employment for the duration of the school year. Both retention and recruitment pay will also be tied to attendance. Staff members must have 95% attendance to receive their additional pay. Retention Pay of \$1000 will be awarded to staff members who meet the employment and attendance criteria. ESSER II will pay for the 1st installment and ESSER III will pay for the 2nd installment. Frontline employees will have the opportunity to earn an additional \$250 quarterly payment each quarter.

Returning teachers who sign a contract for the 2022-23 school year will receive an additional \$1000 in retention pay to be paid in the first pay period of the 2022-23 and 2023-24 school year(s).

Teachers new to the district for the spring semester of 2022 or the 2022-23 and 2023-24 school years will receive recruitment pay of \$750. "

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$1,650,000
Budgeted Expenditures in SFY 2023	\$775,000
Budgeted Expenditures in SFY 2024	\$775,000
Total Expenditures	<u>\$3,200,000</u>

Status

Approved

Line Item ID: 475-3-0077

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III

Account Number

66

Function Code

2900 - Other Support Services (would include room and board for Special Education students)

Object Code

220 - Social Security Contributions

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Please describe the expenditures within the account and how they will address a COVID-19 need

Retention incentive - Benefits

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$126,225
Budgeted Expenditures in SFY 2023	\$59,290
Budgeted Expenditures in SFY 2024	\$59,290
Total Expenditures	<u>\$244,805</u>

Status

Approved

Line Item ID: 475-3-0078

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III

Account Number

66

Function Code

2900 - Other Support Services (would include room and board for Special Education students)

Object Code

260 - Unemployment Compensation

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Please describe the expenditures within the account and how they will address a COVID-19 need

Retention incentive - Benefits

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$1,650
Budgeted Expenditures in SFY 2023	\$775
Budgeted Expenditures in SFY 2024	\$775
Total Expenditures	<u>\$3,200</u>

Status

Approved

Line Item ID: 475-3-0079

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III

Account Number

66

Function Code

1000 - Instruction

Object Code115 - Temporary Certified Substitutes'
Salaries for Certified Staff**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Please describe the expenditures within the account and how they will address a COVID-19 need

Retention incentive of substitutes teachers who complete 30 days of substitute assignments between 1/3/2021 to 3/01/2022 and 3/1/21 to 5/19/2022. District wide in USD 475, approximately 9% of our positions remain unfilled. The number of vacancies in a non-COVID year/teacher shortage year is typically well under 5%. We have the following unfilled positions currently: 31 teachers, 5 special education teachers, 19 paraprofessionals, 19 food service positions, and 41 support staff positions such as, aides, tutors, hall monitors, and office staff. We are currently using 7 substitute teachers in long-term substitute roles. Approximately 10 substitute assignments go unfilled each day and must be covered internally by existing teachers, administrators, and other support staff.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$20,000
Budgeted Expenditures in SFY 2024	\$20,000
Total Expenditures	<u>\$40,000</u>

Status

Approved

Line Item ID: 475-3-0080

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

ESSER III

Account Number

66

Function Code

1000 - Instruction

Object Code

220 - Social Security Contributions

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Please describe the expenditures within the account and how they will address a COVID-19 need

Benefits - Substitute Incentive

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$1,530
Budgeted Expenditures in SFY 2024	\$1,530
Total Expenditures	\$3,060

Status

Approved

Line Item ID: 475-3-0081

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III

Account Number

66

Function Code

1000 - Instruction

Object Code

260 - Unemployment Compensation

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Please describe the expenditures within the account and how they will address a COVID-19 need

Benefits - Substitute Incentive

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$20
Budgeted Expenditures in SFY 2024	\$20
Total Expenditures	\$40

Status

Approved

Line Item ID: 475-3-0082

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III

Account Number

66

Function Code

1000 - Instruction

Object Code

290 - Other Employee Benefits

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Please describe the expenditures within the account and how they will address a COVID-19 need

"Retiree - KPERs Penalties Coverage

Payment of KPERs penalties to incentivize retirees to work part time or full time to cover vacant positions. "

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$45,255
Budgeted Expenditures in SFY 2024	\$45,255
Total Expenditures	<u>\$90,510</u>

Status

Approved

Line Item ID: 475-3-0083

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III

Account Number

66

Function Code

1000 - Instruction

Object Code

111 - Full-Time Certified Salaries

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Please describe the expenditures within the account and how they will address a COVID-19 need

"Alternative School Expansion - Add 4 Teachers to current program. District working to expand program for up to 90 additional students.

USD 475 secondary schools have experienced a 32% increase in student discipline referrals since students returned from COVID for the 2021-22 school year. The level of the referral has also increased by 17% between level one to two discipline issues.

At end of 2024 program expansion will be reviewed for continuation and movement of expenses into state categorical funds."

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$260,000
Budgeted Expenditures in SFY 2024	\$267,800
Total Expenditures	<u>\$527,800</u>

Status

Approved

Line Item ID: 475-3-0084

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

ESSER III

Account Number

66

Function Code

1000 - Instruction

Object Code

210 - Group Insurance

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Please describe the expenditures within the account and how they will address a COVID-19 need

Alternative School - Expansion Benefits

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$22,040
Budgeted Expenditures in SFY 2024	\$22,040
Total Expenditures	\$44,080

Status

Approved

Line Item ID: 475-3-0085

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III

Account Number

66

Function Code

1000 - Instruction

Object Code

220 - Social Security Contributions

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Please describe the expenditures within the account and how they will address a COVID-19 need

Alternative School - Expansion Benefits

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$19,890
Budgeted Expenditures in SFY 2024	\$20,486
Total Expenditures	\$40,376

Status

Approved

Line Item ID: 475-3-0086

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III

Account Number

66

Function Code

1000 - Instruction

Object Code

260 - Unemployment Compensation

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Please describe the expenditures within the account and how they will address a COVID-19 need

Alternative School - Expansion Benefits

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$260
Budgeted Expenditures in SFY 2024	\$267
Total Expenditures	\$527

Status

Approved

Line Item ID: 475-3-0087

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III

Account Number

66

Function Code

2410 - Office of the Principal Services

Object Code

111 - Full-Time Certified Salaries

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Please describe the expenditures within the account and how they will address a COVID-19 need

Alternative School Expansion - Add 1 Assistant Principal to current program. District working to expand program for up to 90 additional students. USD 475 secondary schools have experienced a 32% increase in student discipline referrals since students returned from COVID for the 2021-22 school year. The level of the referral has also increased by 17% between level one to two discipline issues. At end of 2024 program expansion will be reviewed for continuation and movement of expenses into state categorical funds.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$75,000
Budgeted Expenditures in SFY 2024	\$77,250
Total Expenditures	\$152,250

Status

Approved

Line Item ID: 475-3-0088

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III

Account Number

66

Function Code

2410 - Office of the Principal Services

Object Code

210 - Group Insurance

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Please describe the expenditures within the account and how they will address a COVID-19 need

Alternative School - Asst. Principal Expansion Benefits

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$5,760
Budgeted Expenditures in SFY 2024	\$5,760
Total Expenditures	<u>\$11,520</u>

Status

Approved

Line Item ID: 475-3-0089

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III

Account Number

66

Function Code

2410 - Office of the Principal Services

Object Code

220 - Social Security Contributions

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Please describe the expenditures within the account and how they will address a COVID-19 need

Alternative School - Asst. Principal Expansion Benefits

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$5,735
Budgeted Expenditures in SFY 2024	\$5,910
Total Expenditures	<u>\$11,645</u>

Status

Approved

Line Item ID: 475-3-0090

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III

Account Number

66

Function Code

2410 - Office of the Principal Services

Object Code

260 - Unemployment Compensation

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Please describe the expenditures within the account and how they will address a COVID-19 need

Alternative School - Asst. Principal Expansion Benefits

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$75
Budgeted Expenditures in SFY 2024	\$77
Total Expenditures	\$152

Status

Approved

Line Item ID: 475-3-0091

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III

Account Number

66

Function Code

1000 - Instruction

Object Code

610 - General Supplies and Materials

Allowable Use

9 - Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students.

Please describe the expenditures within the account and how they will address a COVID-19 need

Hot Spots - Used to cover students access to online systems to support bridging the homework gap and tutoring. Additionally, the hot spots support at risk students with no internet access. The district is offering hot spots for our after school tutoring programs to attempt to get more kids and teachers to participate to meet the objective of reducing the learning loss from the prior years during covid.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$90,000
Budgeted Expenditures in SFY 2024	\$45,000
Total Expenditures	\$135,000

Status

Approved

Line Item ID: 475-3-0092

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III

Account Number

66

Function Code

1000 - Instruction

Object Code

432 - Technology-Related Repairs and Maintenance

Allowable Use

9 - Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students.

Please describe the expenditures within the account and how they will address a COVID-19 need

Replacement of technology broken due to student use during COVID. District entered into a 3 - year accidental warranty agreement with Dell due to the high volume of computers that were damaged due to COVID and continue to be damaged. Prior to FY21 about 175 devices per year were broken due to use. FY21 about 425 devices were broken due to use and we continue to see continued issues with devices due to more technology being used outside of school to support tutoring and homework support.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$220,000
Budgeted Expenditures in SFY 2024	\$110,000
Total Expenditures	<u>\$330,000</u>

Status

Approved

Line Item ID: 475-3-0093

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

ESSER III

Account Number

66

Function Code

1000 - Instruction

Object Code

126 - Overtime Salaries

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Please describe the expenditures within the account and how they will address a COVID-19 need

Retention incentive - FY 23 & FY 24 School Year

Existing classified staff that work each semester will receive a \$500 per semester retention incentive. District wide in USD 475, approximately 9% of our positions remain unfilled. The number of vacancies in a non-COVID year/teacher shortage year is typically well under 5%. We have the following unfilled positions currently: 31 teachers, 5 special education teachers, 19 paraprofessionals, 19 food service positions, and 41 support staff positions such as, aides, tutors, hall monitors, and office staff. Approximately 10 substitute assignments go unfilled each day and must be covered internally by existing teachers, administrators, and other support staff. To meet the needs of our students by retaining and recruiting staff members, Geary County Schools would like to offer staff retention and recruitment pay for maintaining employment for the duration of the school year. Retention Pay of \$1000 will be awarded to staff members who meet the employment criteria.

Currently we have 654 staff members that would be entitled to the bonus. Some of those are part time and will receive a bonus on the % of FTE. Example a staff member working 2 hours a day would receive \$125.00 per semester incentive. We will pay these retention incentive in January and June of each year.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$563,800
Budgeted Expenditures in SFY 2024	\$563,800
Total Expenditures	<u>\$1,127,600</u>

Status

Approved

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III

Account Number

66

Function Code

1000 - Instruction

Object Code

220 - Social Security Contributions

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Please describe the expenditures within the account and how they will address a COVID-19 need

Retention incentive - Benefits

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$41,500
Budgeted Expenditures in SFY 2024	\$41,500
Total Expenditures	<u>\$83,000</u>

Status

Approved

Line Item ID: 475-3-0095

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

ESSER III

Account Number

66

Function Code

1000 - Instruction

Object Code

260 - Unemployment Compensation

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Please describe the expenditures within the account and how they will address a COVID-19 need

Retention incentive - Benefits

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$756
Budgeted Expenditures in SFY 2024	\$756
Total Expenditures	<u>\$1,512</u>

Status

Approved

Line Item ID: 475-3-0096

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

ESSER III

Account Number

66

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 Program - District needs assessment demonstrates academic deficits in ELA and Math. We want to introduce enrichment opportunities to students in our after school programs and to offer new, fun alternatives to traditional learning that we may not be able to provide during the regular school day.

4,000 hours of enrichment for 8 schools = 500 hours per school

The program runs Monday-Thursday for 2 hours a day. Depending on the size of the building and how many students are attending they will have from 4 to 10 staff members there to work with them.

Budgeted Expenditures in SFY 2021 \$0

Budgeted Expenditures in SFY 2022 \$0

Budgeted Expenditures in SFY 2023 \$165,000

Budgeted Expenditures in SFY 2024 \$165,000

Total Expenditures \$330,000

Status

Approved

Line Item ID: 475-3-0097

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

ESSER III

Account Number

66

Function Code

1000 - Instruction

Object Code

220 - Social Security Contributions

Allowable Use

11B - Planning and implementing supplemental after-school programs.

Please describe the expenditures within the account and how they will address a COVID-19 need

After School Tutoring Benefits

Budgeted Expenditures in SFY 2021 \$0

Budgeted Expenditures in SFY 2022 \$0

Budgeted Expenditures in SFY 2023 \$13,125

Budgeted Expenditures in SFY 2024 \$13,125

Total Expenditures \$26,250

Status

Approved

Line Item ID: 475-3-0098

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

ESSER III

Account Number

66

Function Code

1000 - Instruction

Object Code

260 - Unemployment Compensation

Allowable Use

11B - Planning and implementing supplemental after-school programs.

Please describe the expenditures within the account and how they will address a COVID-19 need

After School Tutoring Benefits

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$875
Budgeted Expenditures in SFY 2024	\$875
Total Expenditures	<u>\$1,750</u>

Status

Approved

Line Item ID: 475-3-0099

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

ESSER III

Account Number

66

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

After School Program - Supplies We want to introduce enrichment opportunities to students in our after school programs and to offer new, fun alternatives to traditional learning that we may not be able to provide during the regular school day. These alternatives include field trips, cooking classes and hands on projects and experiments.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$21,000
Budgeted Expenditures in SFY 2024	\$21,000
Total Expenditures	<u>\$42,000</u>

Status

Approved

ESSER III APPLICATION FOR D0493

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>
Columbus	802 South High School Avenue, Columbus, KS 667251674	802 South High School Avenue, Columbus, KS 667251674
<u>Superintendent Name</u>	<u>Superintendent E-mail Address</u>	<u>Superintendent Phone Number</u>
Brian Smith	bsmith@usd493.com	(620) 429-3661

Authorized Representative of the District Information

<u>Name</u>	<u>Position of Title</u>	<u>E-mail Address</u>	<u>Phone Number</u>
Brian Smith	Superintendent	bsmith@usd493.com	(620) 429-3661
<u>Other District Representative 1 - Name</u>	<u>Other District Representative 1 - E-mail Address</u>		
Susan Wells	swells@usd493.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/1335286/Columbus_School_District_Reopening_Plan.pdf

Use of Funds for CDC Guidance

How will the funds be used to implement prevention and mitigation strategies that are, to the greatest extent practicable, consistent with the most recent CDC guidance on reopening schools, in order to continuously and safely open and operate schools for in-person learning?

Our funds will be used to improve the air quality in one of our buildings by improving the HVAC system. We will also use some of our funds to reduce class size by hiring another teacher, so we can provide more physical distance between students. Lastly, we will utilize some of the funds to purchase masks and cleaning supplies to assist in the prevention of the spread of the virus.

Stakeholder Engagement

Engaging in Meaningful Consultation with Stakeholders (Please describe the ways you meaningfully consulted with each group listed below as part of the development of the district ESSER III Plan)

Students

We conducted a survey of our high school students. They were asked to choose three areas that they felt are most needed in our district. Sixty-five percent of the students who responded selected, "providing mental health services and supports." The second highest response was, "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." The third highest response that thirty-five percent of the students selected was, "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."

Families

Parents were surveyed during parent-teacher conferences to solicit feedback on district ESSER expenditures. They were asked to select their top three areas that they believed the district most needed to address with the ESSER funds. Approximately thirty-eight percent selected, "Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students. A little over thirty-two percent surveyed selected, "Activities to address 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." "School facility repairs and improvements to enable operation of schools to reduce the risk of virus transmission and exposure to environmental health hazards, and to support student health needs," and "Purchasing supplies to sanitize and clean LEA and school facilities," both were selected by approximately twenty-four percent of the parents.

School and District Administrators including Special Education Administration

We only have one district administrator, and he has been involved in the collection of data from various stakeholder groups and academic and social-emotional data collection. He has utilized that data to provide input on the needs of the district.

The following is the feedback we received from the Interlocal Special Education Administration:

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.

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.

Teachers, Principals, School leaders, other Educators, School Staff and their Unions

We surveyed the staff in our district and asked them to select three areas in which they felt needed to be addressed with the ESSER III funding. Fifty-percent of the teachers listed, "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" Forty-four percent listed, "Purchasing educational technology for the LEA's students." Lastly, 42 percent listed, "Providing principals and other school leaders with resources to address individual school needs."

Tribes

We contacted both the Cherokee Nation and the Quapaw Nation for feedback because they are the nearest tribes to our school district. The Cherokee Nation did not respond to our request for feedback, but the Quapaw Nation responded with the following feedback:

Positively Impacting Native American Students in Your District

ACADEMIC SUPPORTS: (K-12)

Math Science/STEM Reading & Writing Suggestions:

- After-School Tutoring (group and one-to-one)
- Participation in Quapaw Nation's Annual Inter-Tribal Competitive Steam Fair (K-12)

- Reading Buddies (Tribal Members, Tribal Employees—background checked, of course)
- Job Shadowing/Field Trips: (MS, HS) College/Career Prep (HS, 9-12)

Suggestions:

- Extra instruction/support/tutoring in the subjects of math, science/STEM, and reading
- SAT/ACT Prep: practice exams, study materials, tutoring/prep classes
- What To Expect When You're Going to College (all of the things the recruiters don't tell you)

Tech/Job Prep (HS, 9-12)

Suggestions:

- Extra instruction in the subjects of math, science, and reading/writing skills
- Real World Math
- Soft Skills
- Career Prep (resume, query letters, thank you notes, completing applications, interview practice, communication skills, etc.)

Life Skills (HS, 9-12)

Suggestions:

- Financial Literacy
(paying bills, purchasing insurance, setting up a checking account, etc.)
- Basic Car Maintenance
- How to Live on Your Own

PHYSICAL HEALTH & WELLBEING: (K-12)

Exercise

Suggestions:

Nutrition

Suggestions:

- Introduce traditional Native American games during PE. such as la crosse, handball, and Indian football. Include the history and culture behind the game.
- Healthy snacks that are easy to make at home, too.
- Have students help prepare snacks.
- Provide take-home information on snacks and healthy eating tips.
- Healthy recipes using inexpensive ingredients and/or commodities.

EMOTIONAL HEALTH & WELLBEING: (K-12)

Suggestions:

- Student access to additional counseling support, including during the summer months and breaks.
- Culturally-centered activities/fieldtrips that focus on healing, self-respect, and self-esteem.
- Culturally-based art therapy/art classes.
- Provide materials for journaling.
- Be able to provide students/families with additional resources.
- Trauma-Informed Culture/Classroom training for faculty and staff. Diversity awareness for the student body and community.
- Teaching across the curriculum that includes Native American materials, perspectives, role models, etc.
- Library materials with Native American protagonists, works by Native American authors.
- Teaching students to self-advocate.

- Johnson O' Malley if available. If not, Native American Student Club.

Civil Rights Organization including Disability Rights Organizations

We contacted the Kansas Council on Developmental Disabilities, and we set up Zoom meeting with their staff on April 5, 2022. Working with them, we came up with several ideas that we believed would be beneficial for our students with developmental disabilities. The first would be a Transition Fair to assist students with finding employment after high school, and also connecting their families with available community resources. Another issue was educating students and families on guardianship. They said that guardianship for people with developmental disabilities is not necessary in many cases, and it should be a last resort because it strips the developmentally disabled of their rights. Lastly, we plan on developing a pamphlet that provides parents information on resources for their children, and handing it out at I.E.P. meetings. This meeting was very productive, and it addressed the needs of a group that is often overlooked.

We sent a message requesting feedback to the NAACP of Joplin, Missouri and the Kansas NAACP asking for feedback. Neither group responded to our district. When we surveyed our students, we had them indicate race. We had two students respond that they identified with "Black or African American." Neither student identified the same areas of need. Their top responses included the following areas:

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

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

Planning and implementing summer learning and supplemental after-school programs

Planning for and coordinating during long-term closures, including on how to provide meals, technology for online learning, guidance for carrying our IDEA requirements, and providing educational services consistent with applicable requirements

Other activities necessary to maintain LEA operations and services and employ existing LEA 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

We 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 groups mentioned. 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.

We believe the feedback from the members of the Partnership for All Cherokee County Children (PACCC) meets this criteria. The following groups are member of PACCC:

- 1) Birth to Three SEKESC
- 2) Cherokee County Health Department
- 3) Cherokee County K-State and Extension
- 4) City of Columbus
- 5) Columbus School District 493
- 6) Community Health Center of SEK
- 7) Cornerstone of Care
- 8) Dream Big Little Ones
- 9) Greenbush: SEKESC: Parents As Teachers
- 10) Kansas Children's Service League
- 11) Keith Wilson (Riverton)
- 12) KS Kids@ Gearup (Lori Woods)
- 13) Safehouse Crises Center Pittsburg
- 14) Spring River Mental Health
- 15) Toni Spieth (CAC, Girl Scouts, FPC-Joplin)
- 16) Unite Us

We have also solicited input from students, parents, and guardians of all these students when we have conducted our surveys with those groups.

Provide the public the opportunity to provide input and take such input into account

We solicited input from our community in several ways. Feedback was provided from our local Chamber of Commerce, our district site council, and we also conducted an online community survey. The results of that survey are aligned with our requested expenditures. We ask respondents to choose three areas that they believed were most needed in our district. The following were their top three priorities: Providing mental health services and supports (56.8% of respondents), 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 (45.9% of respondents), and 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 (40.5% of respondents).

Use of Funds for Learning Loss Set Aside and The Rest of The Allocation

Please briefly describe the impacts of COVID-19 on the district and its Pre-K through 12 students, including any relevant data where possible (e.g., cost impact, learning loss, emotional impact on students). If there has been a disproportionate impact on a special population in the district (e.g., students with disabilities, English Learners, students in foster care, students in poverty, etc.), please describe the impact and provide the number of Pre-K through 12 students in that population.

Lost learning time has had the greatest impact on our district. When the Governor canceled school during the 2019-20 school year, we lost several months of instruction. We did offer summer school that summer to address the needs of our special populations, and try to stem learning loss in our most vulnerable populations. During the 2020-21 and 2021-22 school years, student and staff absences have created continued learning loss. Since omicron has hit, we have struggled to keep our buildings open.

Overall, we have been able to catch students up in most areas fairly well utilizing after school, summer school, MTSS, and evidenced based reading instruction. In Language Arts, we actually decreased the number of students in Tier 1 on the KAP by 2.15 percent. We increased our scores in science significantly between the 2019 and 2021 assessments. We added a STEAM program that we believe had an impact on our science scores. The one area where we dropped was in math. Because math is foundational and scaffolding is critical to growth, we believe our math scores have suffered even with our current interventions in place. We believe this is an area where we must increase our focus. We were pleased that our math scores were not impacted as greatly as the rest of the state.

We have not seen a disproportionate impact on special populations. We believe the programs we have put in place during the 2020-21 and 2021-22 school years have addressed the needs of these populations effectively.

How the LEA will use the funds it reserves under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year? (Provide specific references to evidence-based interventions that meet one of the four tiers of evidence, as defined in Sec. 8101(21) of ESEA)

Our district ESSER money has been very vital in meeting the needs of our students in Columbus. First, our district hired a K-6th grade Reading Specialist that oversees all of our Title Department, MTSS interventions, FastBridge training and testing, and our classroom reading core instruction. Through this hire we have been able to meet the needs of our students through many different avenues. We implemented FastBridge testing throughout our entire district. We had been using multiple testing programs in each of our buildings, and we wanted to get a program that was consistent throughout our district. This has helped us to look closer at data across grade levels and will be more beneficial in the years to come to monitor trends in reading, math, and buildings. FastBridge also helped us to move our MTSS model up into the secondary level. We have fully implemented MTSS reading and math in our K-6th grade classrooms. This year with the help of FastBridge, para support, and intervention materials we have been able to begin MTSS reading groups in our middle school and have been testing out some schedules in our high school. To assist with the added grade levels in MTSS this year, we were able to hire paras for each of our buildings to support small intervention groups. This has also allowed us to have smaller groups and meet with more students on their individualized needs in the younger grades as well. To help us meet student needs, we have been able to use our ESSER money to purchase evidenced and research based intervention materials. These materials assure that our teachers and paras are explicitly teaching these skills in a systematic way that will help students best understand and close gaps in their learning. They also assure that our buildings are staying consistent with one another since we do not have many opportunities to plan and collaborate together. We progress monitor students weekly, biweekly, and monthly through our FastBridge program. We are able to see when students are making gains through our process or if they need a different intervention. One of the newest additions to our MTSS program is an intervention specialist that works with students one-on-one when we discover that their intervention group is not working for them. This allows us to work with students in a more intense program to close learning gaps. If we still can not make any progress, then we are ready to refer for a special education evaluation. Our intervention specialist meets with students on top of their Tier 2 and Tier 3 time. One other program that we have been able to implement into our district because of ESSER funds has been our Summer and After School Programs. We are able to align these programs with our MTSS interventions and give our students exactly what skills they are missing while using the same evidence based programs. For summer school we purchase a STEAM program to give our kids a science based experience while also providing math and reading interventions.

Our K-6th grades purchased a new evidenced based reading program for our core reading instruction. We had the opportunity to train our staff in the best reading practices and science of reading so they were well informed when researching new reading programs. Our staff chose CKLA Amplify and we purchased the materials for each classroom using our ESSER funds. This curriculum meets the state guidelines for structured literacy, but is also one of the best programs that followed evidenced based practices and the science of reading in our research and adoption process. Our students are being introduced to science and social studies topics at all grade levels, and they are learning how to read based on the research of the brain and how the brain learns to read. Our Reading Specialist has been able to meet with our classroom teachers weekly and help to implement the program consistently across the district. In the future this will be more beneficial, as we get new

teachers to our district we will have time to train them in our classroom programs so every class is well trained and informed on the science of reading.

We will continue on with these programs utilizing the funds from ESSER III. We will also be hiring one teacher for the elementary level for class size reduction purposes for both improving instructional opportunities for our most at-risk students and preventing the spread of COVID-19.

Evidenced Based Sources:

<https://ies.ed.gov/ncee/wwc/>

<https://www.ksde.org/Agency/Division-of-Learning-Services/Special-Education-and-Title-Services/Announcements-Special-Education-and-Title-Services/Best-Practices#general>

https://www.ksde.org/Portals/0/ECSETS/BestPractices/KSDE_Approved_List_Evidence_Based_Practices_Programs.pdf

<https://eric.ed.gov/>

<https://www.air.org/resource/essa-action-guide-selecting-evidence-based-practices-low-performing-schools>

<https://bestevidence.org/>

<https://www.pewtrusts.org/en/research-and-analysis/data-visualizations/2015/results-first-clearinghouse-database>

How the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act?

The district will continue with the programs that were established with earlier funds, and we will also be hiring one teacher for the elementary level for class size reduction purposes for both improving instructional opportunities for our most at-risk students and preventing the spread of COVID-19. We will also be utilizing funds to purchase curriculum at the building level to target math because the data we have collected indicates this is an area of need.

How the LEA will ensure that the interventions it implements, including but not limited to the interventions under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time, will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students disproportionately impacted by the COVID-19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students.

Our district has implemented implemented FastBridge to assess students for learning loss and social-emotional needs. We monitor our students throughout the school year to ensure that they are successful both academically, and social-emotionally. We also utilize other sources of data like state assessment scores, teacher observations, and surveys to determine these needs as well.

Allocations

	Direct Allocation	True Up Allocation	Total Allocation		20% Minimum
ESSER III Allocations	\$1,682,088	\$0	\$1,682,088	ESSER III Allocations	\$336,418
Approved Total	\$1,419,088	\$0	\$1,419,088	Approved Total	\$778,000
Amount Left	\$263,000	\$0	\$263,000	Amount Still Needed	\$0
In Review Total	\$262,100	\$0	\$262,100	In Review Total	\$240,700
Amount Left	\$900	\$0	\$900	Amount Still Needed	\$0

Line Items

ID	Allocation Type	Learning Loss	Function Code	Object Code	Allowable Use	Total Expenditures	Status
493-3-0017	Direct	False	1000	320	11A	\$21,400	Task Force Review
493-3-0018	Direct	True	1000	120	12	\$240,700	Task Force Review
493-3-0001	Direct	False	2100	110	10	\$120,000	Approved
493-3-0002	Direct	True	1000	110	12	\$120,000	Approved
493-3-0003	Direct	True	1000	110	11A	\$120,000	Approved
493-3-0004	Direct	False	2600	730	14	\$133,000	Approved
493-3-0005	Direct	False	1000	320	12	\$60,000	Approved
493-3-0007	Direct	True	1000	110	12	\$255,000	Approved
493-3-0008	Direct	False	1000	110	12	\$123,000	Approved
493-3-0009	Direct	True	1000	110	12	\$123,000	Approved
493-3-0010	Direct	False	2600	600	7	\$20,000	Approved
493-3-0011	Direct	False	2100	600	15	\$6,088	Approved
493-3-0012	Direct	False	1000	110	16	\$102,000	Approved
493-3-0013	Direct	True	2213	330	3	\$80,000	Approved
493-3-0014	Direct	True	1000	730	9	\$80,000	Approved
493-3-0015	Direct	False	1000	110	16	\$75,000	Approved
493-3-0016	Direct	False	1000	600	1B	\$2,000	Approved

Line Item Details

Line Item ID: 493-3-0017

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

Student Enrichment Services

Account Number

95E 1000 320 0493 000

Function Code

1000 - Instruction

Object Code

320 - Professional-Education Services

Allowable Use

11A - Planning and implementing summer learning or enrichment programs.

Please describe the expenditures within the account and how they will address a COVID-19 need

This money will be utilized to join Greenbush's Student Enrichment Services. They are able to provide STEM learning activities that students do not have access too in our district. This will benefit our at-risk and special education students because many of them do not have access to programs like coding or robotics at school or in their homes. We also believe it will assist in learning loss recovery because it includes reading and math skills embedded in the the enrichment activities.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$10,700
Budgeted Expenditures in SFY 2024	\$10,700
Total Expenditures	\$21,400

Status

Task Force Review

Line Item ID: 493-3-0018

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

Classified Salary

Account Number

95 E 1000 120 8068 000

Function Code

1000 - Instruction

Object Code

120 - Regular Non-Certified Salaries

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Please describe the expenditures within the account and how they will address a COVID-19 need

We will be hiring six paraprofessionals to work with our MTSS program to address students' learning loss. This was previous line item, but I withdrew it to amend the budget.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$119,700
Budgeted Expenditures in SFY 2024	\$121,000
Total Expenditures	\$240,700

Status

Task Force Review

Line Item ID: 493-3-0001

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

Counselor Salary

Account Number

95 E 2100 110 8068 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

We will be rehiring a school counselor that we were able to hire with ESSER II funds to address students social-emotional needs.

Budgeted Expenditures in SFY 2021	\$0
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Budgeted Expenditures in SFY 2022	\$0
--	-----

Budgeted Expenditures in SFY 2023	\$60,000
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Budgeted Expenditures in SFY 2024	\$60,000
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Total Expenditures	<u>\$120,000</u>
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Status

Approved

Line Item ID: 493-3-0002

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

Certified Salary

Account Number

95 E 1000 110 8068 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

We will be rehiring a reading specialist and instructional coach for grades K-8 that we were able to hire with ESSER II funds to address students academic needs.

Budgeted Expenditures in SFY 2021	\$0
--	-----

Budgeted Expenditures in SFY 2022	\$0
--	-----

Budgeted Expenditures in SFY 2023	\$60,000
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Budgeted Expenditures in SFY 2024	\$60,000
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Total Expenditures	<u>\$120,000</u>
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Status

Approved

Line Item ID: 493-3-0003

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

Summer School Teacher Salary

Account Number

95 E 1000 110 0493 002

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 providing a summer school program with a STEAM theme. We utilize the following staffing for summer school: 10 teachers, 6 paraprofessionals, 2 cooks, 3 bus drivers, and 1 administrator. We will have approximately 85 students participating.

We will be utilizing the following evidence based curriculum and practices in our after school programs:

Sounds Partners

AR

Evidence Based Literacy Instruction

Road to the Code

Sonday System

PA- Heggerty and Really Great Reading

Phonics- Really Great Reading and Sondag

Fluency- 6 Min. Solution and Rewards

Vocabulary- Rewards

Comprehension- Novel studies and NewsELA

Zearn (Eureka Math)

IXL

Budgeted Expenditures in SFY 2021	\$0
--	-----

Budgeted Expenditures in SFY 2022	\$60,000
--	----------

Budgeted Expenditures in SFY 2023	\$60,000
--	----------

Budgeted Expenditures in SFY 2024	\$0
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Total Expenditures	<u>\$120,000</u>
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Status

Approved

Line Item Comment from KSDE

Provide more detail on this line item. What is all included in this \$60,000. Number of teachers, number of students that will be served.

Please be sure to Save Comment after adding information.

Line Item ID: 493-3-0004

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

Cust/Maintenance Equipment-PK

Account Number

95 E 2600 730 8066 000

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

We will be improving the air quality at Park Elementary by replacing older less energy efficient HVAC units that are capable of bringing more fresh air into the classrooms.

Budgeted Expenditures in SFY 2021	\$0
--	-----

Budgeted Expenditures in SFY 2022	\$0
--	-----

Budgeted Expenditures in SFY 2023	\$133,000
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Budgeted Expenditures in SFY 2024	\$0
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Total Expenditures	<u>\$133,000</u>
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Status

Approved

Line Item Comment from KSDE

This is a capital improvement and requires the necessary paperwork.

Line Item ID: 493-3-0005

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

Purchased Professional Services

Account Number

95 E 1000 320 0493 000

Function Code

1000 - Instruction

Object Code

320 - Professional-Education Services

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Please describe the expenditures within the account and how they will address a COVID-19 need

We will be contracting services with Greenbush to provide a specialist in literacy and instruction.

Budgeted Expenditures in SFY 2021	\$0
--	-----

Budgeted Expenditures in SFY 2022	\$0
--	-----

Budgeted Expenditures in SFY 2023	\$30,000
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Budgeted Expenditures in SFY 2024	\$30,000
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Total Expenditures	<u>\$60,000</u>
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Status

Approved

Line Item ID: 493-3-0007

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

A.S. Certified Salary

Account Number

95 E 1000 110 0493 001

Function Code

1000 - Instruction

Object Code

110 - Regular Certified Salaries

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Please describe the expenditures within the account and how they will address a COVID-19 need

We will be implementing an afterschool program for students who have fallen behind their peers in math and reading. We will be utilizing the following evidence based curriculum and practices in our after school programs:

Sounds Partners

AR

Evidence Based Literacy Instruction

Road to the Code

Sunday System

PA- Heggerty and Really Great Reading

Phonics- Really Great Reading and Sunday

Fluency- 6 Min. Solution and Rewards

Vocabulary- Rewards

Comprehension- Novel studies and NewsELA

Zearn (Eureka Math)

IXL

The following staffing will be utilized:

8 Teachers, 4 Paraprofessionals, 2 Site Coordinators, 1 Administrator, 1 Bus Driver, 1 Bus Paraprofessional

Based on past after school programs, we believe we will have approximately 55 students participating. These students will be identified utilizing teacher input, assessment scores, and other at-risk factors.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$125,000
Budgeted Expenditures in SFY 2024	\$130,000
Total Expenditures	<u>\$255,000</u>

Status

Approved

Line Item Comment from KSDE

Please provide more detail. How many teachers, students will be served. What materials will be used/purchased. Please be sure to Save Comment after adding information.

Allocation Type

Direct Allocation

Is this 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

95 E 1000 110 0493 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

We will be rehiring a Science, Technology, Engineering, Arts, and Mathematics teacher to both provide enrichment and address learning gaps in students.

Budgeted Expenditures in SFY 2021	\$0
--	-----

Budgeted Expenditures in SFY 2022	\$0
--	-----

Budgeted Expenditures in SFY 2023	\$60,000
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Budgeted Expenditures in SFY 2024	\$63,000
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Total Expenditures	<u>\$123,000</u>
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Status

Approved

Line Item ID: 493-3-0009

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

Certified Salary

Account Number

95 E 1000 110 0493 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

We will be hiring a Multi Tiered System of Support Interventionist at the high school to address learning loss of our students due to the pandemic.

Budgeted Expenditures in SFY 2021	\$0
--	-----

Budgeted Expenditures in SFY 2022	\$0
--	-----

Budgeted Expenditures in SFY 2023	\$60,000
--	----------

Budgeted Expenditures in SFY 2024	\$63,000
--	----------

Total Expenditures	<u>\$123,000</u>
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Status

Approved

Line Item ID: 493-3-0010

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

Custodial/Maint. Supplies

Account Number

95 E 2600 600 0493 000

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

We will be purchasing supplies to sanitize and clean the buildings.

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$10,000**Budgeted Expenditures in SFY 2024** \$10,000**Total Expenditures** \$20,000**Status**

Approved

Line Item ID: 493-3-0011

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

Counselor/Health Salary

Account Number

95 E 2100 600 8068 000

Function Code

2100 - Support Services (Students)

Object Code

600 - SUPPLIES AND MATERIALS

Allowable Use

15 - Developing strategies and implementing public health protocols for the reopening and operation of school facilities.

Please describe the expenditures within the account and how they will address a COVID-19 need

We will be purchasing masks for staff and students to protect themselves and others from the spread of COVID-19.

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$3,000**Budgeted Expenditures in SFY 2024** \$3,088**Total Expenditures** \$6,088**Status**

Approved

Line Item ID: 493-3-0012

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

Certified Salary

Account Number

95 E 1000 110 0493 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

We will be hiring an elementary teacher to reduce the number of students in a classroom. Currently we have a large kindergarten class that will require an extra teacher to assist in reducing the spread of COVID-19.

Budgeted Expenditures in SFY 2021	\$50,000
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Budgeted Expenditures in SFY 2022	\$52,000
--	----------

Budgeted Expenditures in SFY 2023	\$0
--	-----

Budgeted Expenditures in SFY 2024	\$0
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Total Expenditures	<u>\$102,000</u>
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Status

Approved

Line Item ID: 493-3-0013

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 Activities

Account Number

95 E 2213 330 0493 000

Function Code

2213 - Instructional Staff Training Services

Object Code

330 - Professional Employee Training and Development Services

Allowable Use

3 - Providing principals and other school leaders with resources to address individual school needs.

Please describe the expenditures within the account and how they will address a COVID-19 need

We will be providing resources for building principals to provide professional development and curriculum materials to address specific learning loss for at-risk populations.

Budgeted Expenditures in SFY 2021	\$0
--	-----

Budgeted Expenditures in SFY 2022	\$40,000
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Budgeted Expenditures in SFY 2023	\$40,000
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Budgeted Expenditures in SFY 2024	\$0
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Total Expenditures	<u>\$80,000</u>
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Status

Approved

Line Item Comment from KSDE

additional information provided in narrative

Line Item ID: 493-3-0014

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

Instructional Equipment

Account Number

95 E 1000 730 8070 000

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

We will be purchasing technology hardware and software to assist with closing the learning gaps of students who were affected by lost learning time because of COVID-19. We would be purchasing iPads for the PK5 levels. We would also utilize this line item to purchase Fastbridge software to assess the academic gains of our students. We would also purchase Zearn which we would utilize for math instruction and remediation, and IXL for both math and reading, Newsela for reading, Reading A-Z, and Fluency & Fitness for reading instruction. We would also purchase SeeSaw as a conduit to communicate with parents and coordinate activities for students who must stay home due to COVID.

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$40,000**Budgeted Expenditures in SFY 2024** \$40,000**Total Expenditures** \$80,000**Status**

Approved

Line Item Comment from KSDE

5/3/22 Please provide more specifics on what technology hardware and software will be purchased.

Line Item ID: 493-3-0015

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

Certified Salary

Account Number

95 E 1000 110 0493 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

We will be providing \$500 retention incentives for any staff member who signs an agreement to return for the 2022-23 school year. We are having difficulty retaining staff because our wages are not as competitive as the private sector. We are close to both Joplin, Missouri and Pittsburg, Kansas, so it is easy for our employees to obtain employment that pays substantially better than our district can provide. If approved we would provide retention incentives to any employee who signs a contract or work agreement to return for the 2022-23 school year.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$75,000
Budgeted Expenditures in SFY 2023	\$0
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$75,000</u>

Status

Approved

Line Item Comment from KSDE

5/3/22 When do you expect for this payment to go out to staff?

Line Item ID: 493-3-0016

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

Instructional Supplies

Account Number

95 E 1000 600 8070 000

Function Code

1000 - Instruction

Object Code

600 - SUPPLIES AND MATERIALS

Allowable Use

1B - Any activity authorized by the Individuals with Disabilities Education Act.

Please describe the expenditures within the account and how they will address a COVID-19 need

We will be hosting a transition fair for students with developmental disabilities and their families. We will also be generating pamphlets to distribute at I.E.P. meetings that list available resources for students with developmental disabilities. When we met with the Kansas Council on Developmental Disabilities and solicited feedback from them on how to best utilize ESSER funds to assist our students with developmental disabilities, they encouraged us to gather a list of community resources that are available for students and their families. We asked them if it would be a good use of ESSER funds to create a pamphlet and host a transition fair for the students that included resource groups and potential employers to assist our students in the transition to life after high school. They said they felt that was a good use of funds, so we have incorporated it into our ESSER plan.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$1,000
Budgeted Expenditures in SFY 2024	\$1,000
Total Expenditures	\$2,000

Status

Approved

Line Item Comment from KSDE

5/3/22 Please explain the connection to COVID-19

ESSER III APPLICATION FOR D0512

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>
Shawnee Mission Pub Sch	8200 W. 71st Street, Shawnee Mission, KS 662041798	8200 W. 71 Street, Shawnee Mission, KS 662041798
<u>Superintendent Name</u>	<u>Superintendent E-mail Address</u>	<u>Superintendent Phone Number</u>
Michelle Hubbard	michellehubbard@smsd.org	(913) 993-6200

Authorized Representative of the District Information

<u>Name</u>	<u>Position of Title</u>	<u>E-mail Address</u>	<u>Phone Number</u>
Michelle Hubbard	Superintendent	michellehubbard@smsd.org	(913) 993-6200
<u>Other District Representative 1 - Name</u>		<u>Other District Representative 1 - E-mail Address</u>	
Russell Knapp		russellknapp@smsd.org	
<u>Other District Representative 2 - Name</u>		<u>Other District Representative 2 - E-mail Address</u>	
Allison Staroski		allisonstaroski@smsd.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://resources.finalseite.net/images/v1624468968/smsdorg/btztcikobsuya8s1acrj/DistrictPlanforSafeReturntoIn-PersonInstructionandContinuityofServices.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 intend to use these funds primarily to support learning recovery due to the pandemic. We do not intend to utilize these funds to implement prevention and mitigation strategies; we relied heavily on ESSER I and II funds for those purposes.

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 November, 2021, the district conducted a ThoughtExchange to gather input from students, staff, parents and community members, regarding the expenditure of ESSER funds. ThoughtExchange is a platform that provides a platform for respectful and thoughtful discussions on complex and divisive topics. It is accessible in a variety of means, including through computers and mobile devices, which allows the district to connect to a diverse array of audiences.

An invitation to join the ThoughtExchange was emailed to every family, to all staff and students, and was shared with the broader community through social media and the district website. The district collected demographic information on participants, in order to ensure participation by desired subgroups, including students.

198 students responded to the ThoughtExchange survey. The following supports received the most interest from our students:

- Additional Mental Health Care Providers
- Address rising costs in items necessary to maintain school operations
- Adequately fund performing arts across the district

Our ESSER plan takes these recommendations into consideration and their needs are ideas in the plan.

Families

In November, 2021, the district conducted a ThoughtExchange to gather input from students, staff, parents and community members, regarding the expenditure of ESSER funds. ThoughtExchange is a platform that provides a platform for respectful and thoughtful discussions on complex and divisive topics. It is accessible in a variety of means, including through computers and mobile devices, which allows the district to connect to a diverse array of audiences.

An invitation to join the ThoughtExchange was emailed to every family, to all staff and students, and was shared with the broader community through social media and the district website. The district collected demographic information on participants, in order to ensure participation by desired subgroups, including families.

1,213 families responded to the ThoughtExchange survey. The following supports received the most interest from our families:

- Better benefits for SMSD employees
- Better teacher student ratio
- Elementary math intervention resources

Our ESSER plan takes these recommendations into consideration and their needs are ideas in the plan.

School and District Administrators including Special Education Administration

In November, 2021, the district conducted a ThoughtExchange to gather input from students, staff, parents and community members, regarding the expenditure of ESSER funds. ThoughtExchange is a platform that provides a platform for respectful and thoughtful discussions on complex and divisive topics. It is accessible in a variety of means, including through computers and mobile devices, which allows the district to connect to a diverse array of audiences.

An invitation to join the ThoughtExchange was emailed to every family, to all staff and students, and was shared with the broader community through social media and the district website. The district collected demographic information on participants, in order to ensure participation by desired subgroups, including administrators.

598 district employees responded to the ThoughtExchange survey. The following supports received the most interest from our district employees:

- Hire more teachers/aides/paras
- Teachers should receive another retention bonus if they return for each of the next two years
- Teacher salaries

Our ESSER plan takes these recommendations into consideration and their needs are ideas in the plan.

The ThoughtExchange did not segregate district administration's responses from teachers & other school staff. The ThoughtExchange survey simply asked for district employee as an identifier.

The administrators then collaborated as part of the CARES teams to provide direction on how these funds would be utilized considering the recommendations from all subgroups that participated in the ThoughtExchange.

Teachers, Principals, School leaders, other Educators, School Staff and their Unions

In November, 2021, the district conducted a ThoughtExchange to gather input from students, staff, parents and community members, regarding the expenditure of ESSER funds. ThoughtExchange is a platform that provides a platform for respectful and thoughtful discussions on complex and divisive topics. It is accessible in a variety of means, including through computers and mobile devices, which allows the district to connect to a diverse array of audiences.

An invitation to join the ThoughtExchange was emailed to every family, to all staff and students, and was shared with the broader community through social media and the district website. The district collected demographic information on participants, in order to ensure participation by desired subgroups, including teachers and principals.

598 district employees responded to the ThoughtExchange survey. The following supports received the most interest from our district employees:

- Hire more teachers/aides/paras
- Teachers should receive another retention bonus if they return for each of the next two years
- Teacher salaries

Our ESSER plan takes these recommendations into consideration and their needs are ideas in the plan.

Tribes

In November, 2021, the district conducted a ThoughtExchange to gather input from students, staff, parents and community members, regarding the expenditure of ESSER funds. ThoughtExchange is a platform that provides a platform for respectful and thoughtful discussions on complex and divisive topics. It is accessible in a variety of means, including through computers and mobile devices, which allows the district to connect to a diverse array of audiences.

An invitation to join the ThoughtExchange was emailed to every family, to all staff and students, and was shared with the broader community through social media and the district website. The district collected demographic information on participants, in order to ensure participation by desired subgroups, including representatives from native American tribes.

28 tribal members responded to the ThoughtExchange survey. The following supports received the most interest from our tribal members:

- Better benefits for SMSD employees
- Better teacher student ratio
- Elementary Math Intervention Resources

Our ESSER plan takes these recommendations into consideration and their needs are ideas in the plan.

We did not specifically reach out to any tribal organization in response to the survey as when we received the results we had tribal representation. However, we have a long standing relationship with the Shawnee Tribe and Chief Ben Barnes. We engage with Chief Barnes regularly over the past two years throughout our mascot change process for SM North and other elementary schools.

Civil Rights Organization including Disability Rights Organizations

In November, 2021, the district conducted a ThoughtExchange to gather input from students, staff, parents and community members, regarding the expenditure of ESSER funds. ThoughtExchange is a platform that provides a platform for respectful and thoughtful discussions on complex and divisive topics. It is accessible in a variety of means, including through computers and mobile devices, which allows the district to connect to a diverse array of audiences.

An invitation to join the ThoughtExchange was emailed to every family, to all staff and students, and was shared with the broader community through social media and the district website. The district collected demographic information on participants, in order to ensure participation by desired subgroups, including representatives from Civil Rights Organizations.

57 civil rights organizations responded to the ThoughtExchange survey. The following supports received the most interest from our civil rights organizations:

- Increase pay to teachers or adding teachers to staff
- Teachers should be compensated with bonuses for the additional labor spent on learning loss and mental health effects of the pandemic
- Increase teacher pay

Our ESSER plan takes these recommendations into consideration and their needs are ideas in the plan.

In the spring, the Johnson County superintendents met with Henry Lyon with the Johnson County NAACP for a discussion about how to continue to move our schools forward for all students, especially after the pandemic. At that time, we shared with Mr. Lyon that we would be putting the survey (ThoughtExchange) out and asked that he participate in the survey and to share with others.

Stakeholders representing the interests of children with disabilities, English Learners, children experiencing homelessness, children in foster care, migratory students, children who are incarcerated, and other underserved students

In November, 2021, the district conducted a ThoughtExchange to gather input from students, staff, parents and community members, regarding the expenditure of ESSER funds. ThoughtExchange is a platform that provides a platform for respectful and thoughtful discussions on complex and divisive topics. It is accessible in a variety of means, including through computers and mobile devices, which allows the district to connect to a diverse array of audiences.

An invitation to join the ThoughtExchange was emailed to every family, to all staff and students, and was shared with the broader community through social media and the district website. The district collected demographic information on participants, in order to ensure participation by desired subgroups, 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.

1,346 individuals self-identified as a stakeholder responded to the ThoughtExchange survey. The following supports received the most interest from our individuals from the stakeholders:

For English Language Learners (285 stakeholders) --

- Hire more teachers/aides/paras
- Teachers should receive another retention bonus

For Students Experiencing Homelessness (232 stakeholders) --

- Address mental health
- Hire more teachers/aides/paras

For Students in Foster Care (201 stakeholders) --

- Students and teachers need more resource support
- Hire more teachers/aides/paras

For Migratory Students (117 stakeholders) --

- School counselors/social workers at every SMSD school to combat student pandemic trauma
- Get some support to the teachers who continue to experience more expectations with less support

For Incarcerated Students (25 stakeholders) --

- Mental health work
- Bring back reading specialist to elementary

Our ESSER plan takes these recommendations into consideration and their needs are ideas in the plan.

Provide the public the opportunity to provide input and take such input into account

In November, 2021, the district conducted a ThoughtExchange to gather input from students, staff, parents and community members, regarding the expenditure of ESSER funds. ThoughtExchange is a platform that provides a platform for respectful and thoughtful discussions on complex and divisive topics. It is accessible in a variety of means, including through computers and mobile devices, which allows the district to connect to a diverse array of audiences.

An invitation to join the ThoughtExchange was emailed to every family, to all staff and students, and was shared with the broader community through social media and the district website. The district collected demographic information on participants, in order to ensure participation by desired subgroups, including the public.

41 individuals from the public responded to the ThoughtExchange survey. The following supports received the most interest from our individuals from the public:

- Increase teacher pay
- Bonus for teachers
- Reduce classroom sizes

Our ESSER plan takes these recommendations into consideration and their needs are ideas in the plan.

The public could also participate through other platforms, such as:

- Public comment at school board meetings
- Emails to district leadership, principals and the board of education
- Site council meetings
- PTA meetings
- DEI Advisory group
- Staff Advisory group
- Student Advisory group
- Superintendent discussed the ESSER plan at the following meetings:
- NEJC Chamber of Commerce
- Shawnee Chamber of Commerce
- OP Chamber of Commerce

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.

On April 12, 2021 the SMSD Board of Education received a report detailing the impact of COVID 19 on SMSD's 26,000 students. The report identifies specific areas where disparate COVID-19 data exist for specific groups. For purposes of this application, disparate impact is defined as a substantial negative difference in data from a "normal" base-line year compared to data observed during the pandemic. Disparate data are evident with the following student groups (white, black, hispanic, ELL, SPED, free/reduced lunch) and specific areas (mathematics, english language arts, course failure rates, chronic absenteeism).

Anecdotal information observed by staff regarding the emotional impact of the pandemic on students and their families indicate a clear need for social-emotional supports. Baseline data on social-emotional wellness is not available. These data were in the process of being collected during the 2019-20 school year. Spring 2020 data collection was disrupted by the pandemic. The same was true for student data associated with the district's diversity, equity and inclusion (DEI) initiative which is designed to support student development of personalized learning plans that prepare them to be college/career ready and graduate with the interpersonal skills they need for life success. Regardless, measures for these areas are in place and progress will be publicly reported as part of SMSD's on-going program evaluation process.

As is evident from our plan, the majority of our funds are currently being used to support efforts to help students recover from learning loss.

How the LEA will use the funds it reserves under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year? (Provide specific references to evidence-based interventions that meet one of the four tiers of evidence, as defined in Sec. 8101(21) of ESEA)

SMSD intends to focus resources in alignment with our district's strategic plan to support student learning, especially for those most negatively affected by the pandemic. As noted above, these groups include at risk students, English language learners, special education students, and students of color. With this in mind, the district will focus on the following research-based priorities while creating a diverse, equitable, and inclusive environment for all students and staff:

Professional Learning Communities (PLCs): SMSD has invested heavily in PLCs, contracting with Solution Tree to provide a full national PLC Institute specifically for the SMSD staff, to be hosted in June 2022. Extensive research supports the use of PLCs and documents its effectiveness in supporting students' learning growth. ESSER III will support their implementation and the professional learning that necessarily goes with it.

Response to Intervention (RTI): Like PLCs, RTI has a robust evidentiary record, including a 1.29 effect size in Hattie's research. We intend to continue to purchase research-based intervention materials to strengthen our RTI program in the district.

Social Emotional Learning: Evidence clearly indicates that students and teachers have been negatively affected by the pandemic academically, but it has also impacted their mental well-being. The district has begun to develop curriculum to support social emotional learning needs, aligned with the state's social emotional and character development standards.

Structured literacy support for all students: SMSD is in the process of training all primary level teachers as well as secondary ELA teachers in the research and practice behind structured literacy instruction. This includes LETRS training supported by TASN, but also additional materials to support teaching phonics and phonemic awareness.

Specifically-targeted intervention materials: These research-based programs include, but are not limited to, IXL Math and Reading, Dreambox, Edulastic, and DeltaMath. We will also purchase materials that support social emotional learning such as Trauma Smart

Summer programs: SMSD intends to continue to implement summer programs including Camp Invention to specifically target students who have learning needs that we are not able to address during the regular school year.

Class size reduction: We will maintain teaching positions we were able to add using ESSER II funding. We have added 22 elementary teaching positions to reduce class size and ensure a more personalized education experience. In addition, we have added 10 secondary math teachers

Ongoing, job-embedded professional learning: Sustaining student growth requires teachers to continue to learn and grow in the professional. Instructional coaching provides teachers with job-embedded opportunities to get feedback and learn. Jim Knight from KU has recently published an article detailing how coaching can support implementation of research-based instructional practice.

How the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act?

All expenditures directly support areas and groups disparately as noted in the above question. The expenditures emphasize the importance of careful diagnosis of student learning needs. Teachers served on committees designed to develop and monitor planned expenditures provided by ESSER II. ESSER III is a continuation of the plan developed for ESSER II. The following expenditures are designed to directly support disparate impact as follows.

Planned expenditures related to academic support include a commitment to hiring more elementary teachers and ten math teachers at middle and high school. This will reduce class sizes and increase opportunities for personalized attention to student learning. Plans also include hiring additional Instructional Coaches who provide job-embedded professional learning. With this addition, ALL staff will have full-time access to an instructional coach. This includes instructional coaching and English language support with our early childhood programs. We will also expand and enhance intervention resources for reading and math support at the secondary level, particularly where students may be at-risk for course failure and/or for not graduating on time. Plans include resources for professional learning designed to accelerate engagement with RTI and PLC protocols and resources for Pre-K-12. Finally, academic-focused expenditures will be allocated to provide scholarships for district provided summer programs, ensuring equitable access to these opportunities.

Planned expenditures related to social/emotional wellness include the addition of seven social worker positions and four high school counseling positions. These plans also include support for dedicated building substitutes so that teacher teams have increased flex time to collaborate to diagnose student needs and plan for instruction and intervention. Dedicated building subs will also have had time to develop relationships with students so that high-quality instruction and support continues even in the teacher's absence.

Finally, planned expenditures for HVAC are intended to improve indoor air quality in designated buildings. Retention pay to honor the work of employees during the pandemic and retain them for the 2022-23 school year.

In January, 2023, the administration will present a plan to the Board of Education to spend the remaining \$11.8 million during the 2023-24 school year.

How the LEA will ensure that the interventions it implements, including but not limited to the interventions under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time, will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students disproportionately impacted by the COVID-19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students.

The district will determine the impact of allocated expenditures by continuing to track the data used to determine its specific needs in areas that include mathematics, English language arts, course failure rates, and chronic absenteeism. Academic performance will primarily be measured using NWEA MAP growth data with supporting measures such as results from the Kansas Assessments and the ACT. Academic and social/emotional effects will also be reflected through monitoring of attendance data (chronic absenteeism) and graduation rates. Determination of social and emotional impacts will be evaluated through surveys, as well as anecdotal feedback from staff, students, and parents.

Furthermore, Panorama SEL Assessment results will be utilized to measure the work in areas related to Social-Emotional Learning. Finally, staff recruitment and retention rates will be measured.

Allocations

	Direct Allocation	True Up Allocation	Total Allocation		20% Minimum
ESSER III Allocations	\$23,743,005	\$0	\$23,743,005	ESSER III Allocations	\$4,748,601
Approved Total	\$2,994,500	\$0	\$2,994,500	Approved Total	\$1,772,500
Amount Left	\$20,748,505	\$0	\$20,748,505	Amount Still Needed	\$2,976,101
In Review Total	\$20,748,505	\$0	\$20,748,505	In Review Total	\$5,861,000
Amount Left	\$0	\$0	\$0	Amount Still Needed	\$0

Line Items

ID	Allocation Type	Learning Loss	Function Code	Object Code	Allowable Use	Total Expenditures	Status
512-3-0043	Direct	True	1000	111	12	\$2,549,000	Task Force Review
512-3-0044	Direct	True	1000	210	12	\$400,000	Task Force Review
512-3-0045	Direct	True	1000	220	12	\$185,000	Task Force Review
512-3-0047	Direct	True	1000	260	12	\$2,000	Task Force Review
512-3-0048	Direct	True	1000	111	12	\$1,195,700	Task Force Review
512-3-0049	Direct	True	1000	210	12	\$168,000	Task Force Review
512-3-0050	Direct	True	1000	220	12	\$95,000	Task Force Review
512-3-0051	Direct	True	1000	260	12	\$1,300	Task Force Review
512-3-0052	Direct	False	1000	115	12	\$5,357,505	Task Force Review
512-3-0053	Direct	False	1000	151	16	\$7,981,439	Task Force Review
512-3-0054	Direct	False	1000	220	16	\$610,580	Task Force Review
512-3-0055	Direct	False	1000	260	16	\$7,981	Task Force Review
512-3-0056	Direct	False	1000	730	9	\$930,000	Task Force Review
512-3-0057	Direct	True	1000	610	12	\$1,115,000	Task Force Review
512-3-0058	Direct	True	1000	151	12	\$150,000	Task Force Review
512-3-0003	Direct	True	2200	111	12	\$409,037	Approved
512-3-0004	Direct	True	2120	111	12	\$286,549	Approved
512-3-0005	Direct	False	2110	111	10	\$460,528	Approved
512-3-0007	Direct	False	2110	151	10	\$12,304	Approved
512-3-0008	Direct	True	2120	151	12	\$27,235	Approved
512-3-0009	Direct	False	2110	210	10	\$63,504	Approved
512-3-0010	Direct	True	2120	210	12	\$36,288	Approved
512-3-0013	Direct	True	2200	210	12	\$58,968	Approved
512-3-0014	Direct	False	2110	220	10	\$35,204	Approved
512-3-0015	Direct	True	2120	220	12	\$21,645	Approved
512-3-0018	Direct	True	2200	220	12	\$32,076	Approved
512-3-0019	Direct	True	2120	260	12	\$283	Approved
512-3-0020	Direct	False	2110	260	10	\$460	Approved
512-3-0023	Direct	True	2200	260	12	\$419	Approved
512-3-0026	Direct	True	1000	610	12	\$150,000	Approved

512-3-0027	Direct	True	1000	610	12	\$150,000	Approved
512-3-0032	Direct	False	2130	330	2	\$500,000	Approved
512-3-0033	Direct	True	1000	151	12	\$30,000	Approved
512-3-0034	Direct	True	1000	153	12	\$20,000	Approved
512-3-0035	Direct	True	1000	151	12	\$30,000	Approved
512-3-0036	Direct	True	1000	153	12	\$20,000	Approved
512-3-0037	Direct	False	1000	610	12	\$50,000	Approved
512-3-0038	Direct	True	1000	610	12	\$50,000	Approved
512-3-0039	Direct	True	1000	610	12	\$200,000	Approved
512-3-0040	Direct	False	1000	610	12	\$100,000	Approved
512-3-0041	Direct	True	1000	610	12	\$100,000	Approved
512-3-0042	Direct	True	1000	151	12	\$150,000	Approved

Line Item Details

Line Item ID: 512-3-0043

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

Elementary Teacher Salaries

Account Number

108-6111-1100-101-00000

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

22 Elementary teachers to reduce class sizes to address learning loss. The 22 elementary teachers allowed the district the opportunity to reduce class size across all grade levels K-6. Teachers are better able to personalize learning at an individual and small group level based on student data that identifies the learning gaps our data provided during COVID. An example would be a review of 95% reading data and then drilling down with students to provide additional direct instruction in phonemic awareness, letter identification, or fluency skills. This ensures that students in subgroups have more opportunities to engage in direct instruction and additional intervention with immediate feedback.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$1,140,000
Budgeted Expenditures in SFY 2024	\$1,409,000
Total Expenditures	<u>\$2,549,000</u>

Status

Task Force Review

Line Item Comment from KSDE

Change Request: Previously approved for \$1,398,526 SFY 2023

Line Item ID: 512-3-0044

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

Elementary Health Insurance

Account Number

108-6210-1100-101-00000

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

22 Elementary teachers to reduce class sizes to address learning loss. The 22 elementary teachers allowed the district the opportunity to reduce class size across all grade levels K-6. Teachers are better able to personalize learning at an individual and small group level based on student data that identifies the learning gaps our data provided during COVID. An example would be a review of 95% reading data and then drilling down with students to provide additional direct instruction in phonemic awareness, letter identification, or fluency skills. This ensures that students in subgroups have more opportunities to engage in direct instruction and additional intervention with immediate feedback.

Budgeted Expenditures in SFY 2021	\$0
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Budgeted Expenditures in SFY 2022	\$0
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Budgeted Expenditures in SFY 2023	\$186,000
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Budgeted Expenditures in SFY 2024	\$214,000
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Total Expenditures	\$400,000
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Status

Task Force Review

Line Item Comment from KSDE

Change Request: Previously approved for \$209,088 SFY 2023

Line Item ID: 512-3-0045

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

Elementary Social Security

Account Number

108-6221-1100-101-00000

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

22 Elementary teachers to reduce class sizes to address learning loss. The 22 elementary teachers allowed the district the opportunity to reduce class size across all grade levels K-6. Teachers are better able to personalize learning at an individual and small group level based on student data that identifies the learning gaps our data provided during COVID. An example would be a review of 95% reading data and then drilling down with students to provide additional direct instruction in phonemic awareness, letter identification, or fluency skills. This ensures that students in subgroups have more opportunities to engage in direct instruction and additional intervention with immediate feedback.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$86,000
Budgeted Expenditures in SFY 2024	\$99,000
Total Expenditures	\$185,000

Status

Task Force Review

Line Item Comment from KSDE

Change Request: Previously approved for \$106,987 SFY 2023

Line Item ID: 512-3-0047

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

Elementary Unemployment

Account Number

108-6250-1100-101-00000

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

22 Elementary teachers to reduce class sizes to address learning loss. The 22 elementary teachers allowed the district the opportunity to reduce class size across all grade levels K-6. Teachers are better able to personalize learning at an individual and small group level based on student data that identifies the learning gaps our data provided during COVID. An example would be a review of 95% reading data and then drilling down with students to provide additional direct instruction in phonemic awareness, letter identification, or fluency skills. This ensures that students in subgroups have more opportunities to engage in direct instruction and additional intervention with immediate feedback.

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 Comment from KSDE

Change Request: Previously approved for \$1,399 SFY 2023

Line Item ID: 512-3-0048

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

Secondary Math Teacher Salaries

Account Number

108-6111-1300-212-00000

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

10 Secondary math teachers to address learning loss

A need was identified by viewing student assessment scores at the secondary level that the District needed to make some gains in math performance. As the Human Resource team was applying a new staffing model, they also shared with principals that they could each hire an additional math teacher. The District would need to see that the building was using the additional FTE to add a section to an existing course or to add a new support section specifically for math interventions.

At the middle and high school level our additional math teachers have been used to provide intervention support for core math classes through a push-in intervention model. Typically the only classes that have a co-teacher are those that include a core math teacher and a Special Education teacher. Due to Covid, our data shows that all students had various gaps in unfinished learning, specifically in math. Therefore by hiring additional math teachers, we are able to provide a math co-teacher in core math courses to support all students through the use of individual and small group instruction, pre-teaching and re-teaching, as well as more personalization for all students.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$556,000
Budgeted Expenditures in SFY 2024	\$639,700
Total Expenditures	<u>\$1,195,700</u>

Status

Task Force Review

Line Item Comment from KSDE

Change Request: Previously approved for \$639,287 SFY 2023

Line Item ID: 512-3-0049

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

Secondary Math Health Insurance

Account Number

108-6210-1300-212-00000

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

10 Secondary math teachers to address learning loss

A need was identified by viewing student assessment scores at the secondary level that the District needed to make some gains in math performance. As the Human Resource team was applying a new staffing model, they also shared with principals that they could each hire an additional math teacher. The District would need to see that the building was using the additional FTE to add a section to an existing course or to add a new support section specifically for math interventions.

At the middle and high school level our additional math teachers have been used to provide intervention support for core math classes through a push-in intervention model. Typically the only classes that have a co-teacher are those that include a core math teacher and a Special Education teacher. Due to Covid, our data shows that all students had various gaps in unfinished learning, specifically in math. Therefore by hiring additional math teachers, we are able to provide a math co-teacher in core math courses to support all students through the use of individual and small group instruction, pre-teaching and re-teaching, as well as more personalization for all students.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$78,000
Budgeted Expenditures in SFY 2024	\$90,000
Total Expenditures	<u>\$168,000</u>

Status

Task Force Review

Line Item Comment from KSDE

See line 48

Line Item ID: 512-3-0050

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

Secondary Math Social Security

Account Number

108-6221-1300-212-00000

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

10 Secondary math teachers to address learning loss

A need was identified by viewing student assessment scores at the secondary level that the District needed to make some gains in math performance. As the Human Resource team was applying a new staffing model, they also shared with principals that they could each hire an additional math teacher. The District would need to see that the building was using the additional FTE to add a section to an existing course or to add a new support section specifically for math interventions.

At the middle and high school level our additional math teachers have been used to provide intervention support for core math classes through a push-in intervention model. Typically the only classes that have a co-teacher are those that include a core math teacher and a Special Education teacher. Due to Covid, our data shows that all students had various gaps in unfinished learning, specifically in math. Therefore by hiring additional math teachers, we are able to provide a math co-teacher in core math courses to support all students through the use of individual and small group instruction, pre-teaching and re-teaching, as well as more personalization for all students.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$44,000
Budgeted Expenditures in SFY 2024	\$51,000
Total Expenditures	\$95,000

Status

Task Force Review

Line Item Comment from KSDE

See line 48

Line Item ID: 512-3-0051

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

Secondary Math Unemployment

Account Number

108-6250-1300-212-00000

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

10 Secondary math teachers to address learning loss

A need was identified by viewing student assessment scores at the secondary level that the District needed to make some gains in math performance. As the Human Resource team was applying a new staffing model, they also shared with principals that they could each hire an additional math teacher. The District would need to see that the building was using the additional FTE to add a section to an existing course or to add a new support section specifically for math interventions.

At the middle and high school level our additional math teachers have been used to provide intervention support for core math classes through a push-in intervention model. Typically the only classes that have a co-teacher are those that include a core math teacher and a Special Education teacher. Due to Covid, our data shows that all students had various gaps in unfinished learning, specifically in math. Therefore by hiring additional math teachers, we are able to provide a math co-teacher in core math courses to support all students through the use of individual and small group instruction, pre-teaching and re-teaching, as well as more personalization for all students.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$600
Budgeted Expenditures in SFY 2024	\$700
Total Expenditures	<u>\$1,300</u>

Status

Task Force Review

Line Item Comment from KSDE

See line 48

Line Item ID: 512-3-0052

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

Substitute - Certified

Account Number

108-6150-1000-462-00000

Function Code

1000 - Instruction

Object Code115 - 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

61 building substitutes to address learning loss. The building substitutes provide the opportunity to have consistency for student learning. Substitutes have an understanding of school goals and instructional resources and relationships with students. Building substitutes are more effective in providing instruction, continuity of learning, and meeting the social emotional needs of students. Building substitutes being scheduled every day of the school year provides time to meet with staff to prepare for instruction in their classroom and increases substitute fill rates. Due to the ongoing pandemic we have seen above normal extended absences within professional teaching staff. The building substitutes allow the each building to continue providing a strong educational experience for our students in the midst of these high volume absences. With the learning loss we have experienced, a substitute that has relationships with students and understands the procedures and curriculum provides a strong support for learning. Additionally, having building substitutes placed in our schools gives our dedicated teachers the opportunity to take the necessary leave days to take care of their own physical and emotional needs, thus returning to school and being able to fully support our students. Finally, our sub pool and sub fill rates have not returned to pre-COVID levels. Having building subs definitely helps increase our sub fill rates on a daily basis.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$2,460,000
Budgeted Expenditures in SFY 2024	\$2,897,505
Total Expenditures	\$5,357,505

Status

Task Force Review

Line Item Comment from KSDE

Change Request: Previously included 54 substitutes, with the amount of \$2,460,000 SFY 2023

Line Item ID: 512-3-0053

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 Salary Stipend

Account Number

108-6154-1000-905-00000

Function Code

1000 - Instruction

Object Code

151 - Additional compensation paid to teachers

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Please describe the expenditures within the account and how they will address a COVID-19 need

Retention pay to retain staff. The intent of the retention payment is to honor the work of all our employees during the pandemic school year of 2021-22 and to retain them for subsequent school years. Due to the pandemic, we continue to experience high turnover and vacancies with our classified and certified staff. Payment of \$700 per employee that completed the 2021-22 school year and continued their employment for the 2022-23 school year was paid in September 2022. We anticipate the payment to be in the \$700 to \$1,000 range per employee that completed the 2022-23 school year, continued their employment for the 2023-24 school year, and are still employed with us when the district processes the retention payment approximately the first week of September 2023. We anticipate the payment to be in the \$700 to \$1,000 range per employee that completed the 2023-24 school year, continued their employment for the 2024-25 school year, and are still employed with us when the district processes the retention payment approximately the first week of September 2024.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$1,856,149
Budgeted Expenditures in SFY 2024	\$6,125,290
Total Expenditures	<u>\$7,981,439</u>

Status

Task Force Review

Line Item Comment from KSDE

Change Request: Previously approved for \$1,856,149 SFY 2023

Line Item ID: 512-3-0054

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 Social Security

Account Number

108-6221-1000-905-00000

Function Code

1000 - Instruction

Object Code

220 - Social Security Contributions

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Please describe the expenditures within the account and how they will address a COVID-19 need

Retention pay to retain staff. The intent of the retention payment is to honor the work of all our employees during the pandemic school year of 2021-22 and to retain them for subsequent school years. Due to the pandemic, we continue to experience high turnover and vacancies with our classified and certified staff. Payment of \$700 per employee that completed the 2021-22 school year and continued their employment for the 2022-23 school year was paid in September 2022. We anticipate the payment to be in the \$700 to \$1,000 range per employee that completed the 2022-23 school year, continued their employment for the 2023-24 school year, and are still employed with us when the district processes the retention payment approximately the first week of September 2023. We anticipate the payment to be in the \$700 to \$1,000 range per employee that completed the 2023-24 school year, continued their employment for the 2024-25 school year, and are still employed with us when the district processes the retention payment approximately the first week of September 2024.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$141,995
Budgeted Expenditures in SFY 2024	\$468,585
Total Expenditures	\$610,580

Status

Task Force Review

Line Item Comment from KSDE

Change Request: Previously approved for \$141,995 SFY 2023

Line Item ID: 512-3-0055

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 Unemployment

Account Number

108-6250-1000-905-00000

Function Code

1000 - Instruction

Object Code

260 - Unemployment Compensation

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Please describe the expenditures within the account and how they will address a COVID-19 need

Retention pay to retain staff. The intent of the retention payment is to honor the work of all our employees during the pandemic school year of 2021-22 and to retain them for subsequent school years. Due to the pandemic, we continue to experience high turnover and vacancies with our classified and certified staff. Payment of \$700 per employee that completed the 2021-22 school year and continued their employment for the 2022-23 school year was paid in September 2022. We anticipate the payment to be in the \$700 to \$1,000 range per employee that completed the 2022-23 school year, continued their employment for the 2023-24 school year, and are still employed with us when the district processes the retention payment approximately the first week of September 2023. We anticipate the payment to be in the \$700 to \$1,000 range per employee that completed the 2023-24 school year, continued their employment for the 2024-25 school year, and are still employed with us when the district processes the retention payment approximately the first week of September 2024.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$1,856
Budgeted Expenditures in SFY 2024	\$6,125
Total Expenditures	<u>\$7,981</u>

Status

Task Force Review

Line Item Comment from KSDE

Change Request: Previously approved for \$1,856 SFY 2023

Line Item ID: 512-3-0056

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

Equipment

Account Number

108-6730-1000-450-00000

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

CLASS Link purchase to support the learning management access for students across multiple technology platforms. This provides students and educators with a single sign-on platform to help ease the navigation between tools selected to support learning activities online. This tool was an essential support for students accessing tools across learning modes in the pandemic.

The Canvas Learning Management System has proven to be a critical component for supporting access to instructional materials for students and families throughout the pandemic. ESSER III funds are planned to continue to support the need to maintain this system as a mechanism for communication and instructional delivery support as we continue to work to close learning gaps for students.

Funds will be utilized to continue to support the monthly service costs for hotspot connectivity added during the pandemic. Hotspots are available for check out to students in all schools to support continuous learning needs beyond the school day. With additional instructional resources and support provided to students via online tools and the Canvas Learning Management System, this funding continues to provide support for connectivity for those who are without access from home.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$450,000
Budgeted Expenditures in SFY 2024	\$480,000
Total Expenditures	<u>\$930,000</u>

Status

Task Force Review

Line Item Comment from KSDE

Change Request: Previously approved for \$1450,000 SFY 2023

Line Item ID: 512-3-0057

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

Elementary Supplies & Materials

Account Number

108-6610-1100-510-00000

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

Elementary instructional materials to address learning loss.

We are planning ESSER-3 funds for teacher training for implementation of instructional materials. Examples of these items are:

IXL Reading and IXL Math - online individualized support and instruction in reading and math which adapts to their level

Trauma Smart - curriculum resources and professional learning support for social-emotional learning

Summer learning opportunities, including Camp Invention

Other targeted intervention resources in both reading and mathematics.

Tutoring - individualized support for student learning

We will rely on data to make these decisions, including the MAP Assessment, ACT, Panorama, and the State Assessments. See below for links to Board of Education regarding use of data presentation.

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$675,000**Budgeted Expenditures in SFY 2024** \$440,000**Total Expenditures** \$1,115,000**Status**

Task Force Review

Line Item Comment from KSDE

Change Request: Previously approved for \$675,000 SFY 2023

Line Item ID: 512-3-0058

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

Elementary Extra Duty

Account Number

108-6157-1100-510-00000

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

These funds will support the staffing and materials cost for the Jump Start to Learning program at ten elementary schools in the school district. The schools will reflect those with the highest socioeconomic at-risk need as measured by students qualifying for free and reduced lunch. The program serves incoming kindergarten students and offers them a three-week, five-day per week, half-day program. The focus is on helping students, particularly those who may not have had a great deal of school experience, to develop an understanding of school expectations and routines, build foundational readiness skills in literacy and math, address social and behavioral expectations and connections within the classroom, develop relationships with teachers and school personnel, and engage families in the learning experience. This program helps fill the gap for students who may lack experience with school to get them off to a great start in kindergarten.

Budgeted Expenditures in SFY 2021	\$0
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Budgeted Expenditures in SFY 2022	\$0
--	-----

Budgeted Expenditures in SFY 2023	\$0
--	-----

Budgeted Expenditures in SFY 2024	\$150,000
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Total Expenditures	\$150,000
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Status

Task Force Review

Line Item Comment from KSDE

New Line Item

Line Item ID: 512-3-0003

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 Salaries

Account Number

108-6111-2200-101-00000

Function Code

2200 - Support Services (Instructional Staff)

Object Code

111 - Full-Time Certified Salaries

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Please describe the expenditures within the account and how they will address a COVID-19 need

7 elementary instructional coaches to address learning loss. With the addition of seven instructional coaches, SMSD is able to provide an instructional coach in each of the elementary schools across the district. Coaches are critical to supporting teachers as they work with students who have had interrupted learning due to the pandemic. Coaches provide real-time, job embedded professional learning to teachers. Research suggests that coaching, paired with data analysis by a team of teachers to drive instruction, results in a significant improvement in student performance.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$409,037
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$409,037</u>

Status

Approved

Line Item Comment from KSDE

Please provide more information to justify the need for 7 elementary instructional coaches and how this expenditure addresses a COVID-19 need.

Line Item ID: 512-3-0004

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

Counselor Salaries

Account Number

108-6116-2120-212-00000

Function Code

2120 - Guidance 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

4 High School Counselors to address learning loss. The cumulative impact of the COVID-19 pandemic on students' academic and social-emotional achievement has been large, and for many students pandemic-related concerns will continue post-graduation. To address this need, four additional counselors were provided, one at each high school, with a focus on providing college and career readiness, support and guidance. The additional counselors work directly with students and are responsible for designing and providing unique, student-specific opportunities, including work experience, dual-college credit, industry-recognized credentials and/or entrepreneurial experiences. In so doing, these counselors not only ensure students are college and career ready, but that they have a better understanding of the real-world challenges and opportunities waiting for them post-graduation.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$286,549
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	\$286,549

Status

Approved

Line Item ID: 512-3-0005

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

Social Worker Salaries

Account Number

108-6119-2110-101-00000

Function Code

2110 - Attendance and Social Work 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

7 Elementary Social Workers to provide mental health support to students.

Social-Emotional Learning is more important than ever. Because of the many challenges caused by the pandemic, some students lost family members and others struggled with months of isolation during remote learning. More than a third of high school students experienced poor mental health during the pandemic, according to a CDC report published April 1.

The District recognized that during the pandemic and for the period of time when students were learning remotely they were more isolated and as a result demonstrated significantly more social and emotional needs. When students returned to in-person learning they brought these needs with them, which in turn affected behaviors as well as their ability to progress academically. The entire country has seen an uptick in the need for Behavioral Health supports for students and adults alike. The 7 additional social workers are an effort to meet and better address students' ongoing and evolving social and emotional needs. Moreover, increasing the SMSD Social Worker staff by 7 allowed each elementary school to have a full-time social worker in-building, versus having one social worker split between two or more buildings. This has allowed the district to more efficiently and effectively address the cumulative impact of the COVID-19 pandemic on student achievement.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$460,528
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$460,528</u>

Status

Approved

Line Item Comment from KSDE

Please provide more information to justify this request for 7 Elementary Social Workers. There needs to be a statement that addresses how this expenditure will address a COVID-19 need.

Line Item ID: 512-3-0007

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

Extended Contract

Account Number

108-6156-2110-462-00000

Function Code

2110 - Attendance and Social Work Services

Object Code

151 - Additional compensation paid to teachers

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

7 Elementary Social Workers to provide mental health support to students. Social workers work more days than the negotiated contract and receive pay for additional days.

Budgeted Expenditures in SFY 2021	\$0
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Budgeted Expenditures in SFY 2022	\$0
--	-----

Budgeted Expenditures in SFY 2023	\$12,304
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Budgeted Expenditures in SFY 2024	\$0
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Total Expenditures	<u>\$12,304</u>
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Status

Approved

Line Item Comment from KSDE

Please explain what this payment is for

Line Item ID: 512-3-0008

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

Extended Contract

Account Number

108-6156-2120-462-00000

Function Code

2120 - Guidance Services

Object Code

151 - Additional compensation paid to teachers

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Please describe the expenditures within the account and how they will address a COVID-19 need

4 High School Counselors to address learning loss. Counselors work more days than the negotiated contract and receive additional pay for these days.

Budgeted Expenditures in SFY 2021	\$0
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Budgeted Expenditures in SFY 2022	\$0
--	-----

Budgeted Expenditures in SFY 2023	\$27,235
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Budgeted Expenditures in SFY 2024	\$0
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Total Expenditures	<u>\$27,235</u>
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Status

Approved

Line Item Comment from KSDE

Please explain what this payment is for

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

Health Insurance

Account Number

108-6210-2110-101-00000

Function Code

2110 - Attendance and Social Work 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

7 Elementary Social Workers to provide mental health support to students.

Social-Emotional Learning is more important than ever. Because of the many challenges caused by the pandemic, some students lost family members and others struggled with months of isolation during remote learning. More than a third of high school students experienced poor mental health during the pandemic, according to a CDC report published April 1.

The District recognized that during the pandemic and for the period of time when students were learning remotely they were more isolated and as a result demonstrated significantly more social and emotional needs. When students returned to in-person learning they brought these needs with them, which in turn affected behaviors as well as their ability to progress academically. The entire country has seen an uptick in the need for Behavioral Health supports for students and adults alike. The 7 additional social workers are an effort to meet and better address students' ongoing and evolving social and emotional needs. Moreover, increasing the SMSD Social Worker staff by 7 allowed each elementary school to have a full-time social worker in-building, versus having one social worker split between two or more buildings. This has allowed the district to more efficiently and effectively address the cumulative impact of the COVID-19 pandemic on student achievement.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$63,504
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$63,504</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

Health Insurance

Account Number

108-6210-2120-212-00000

Function Code

2120 - Guidance Services

Object Code

210 - Group Insurance

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Please describe the expenditures within the account and how they will address a COVID-19 need

4 High School Counselors to address learning loss

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$36,288**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$36,288**Status**

Approved

Line Item ID: 512-3-0013

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

Health Insurance

Account Number

108-6210-2200-101-00000

Function Code

2200 - Support Services (Instructional Staff)

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

7 elementary instructional coaches to address learning loss

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$58,968**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$58,968**Status**

Approved

Line Item ID: 512-3-0014

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

Social Security Contribution

Account Number

108-6221-2110-101-00000

Function Code

2110 - Attendance and Social Work Services

Object Code

220 - Social Security Contributions

Allowable Use

10 - Providing mental health services and supports.

Please describe the expenditures within the account and how they will address a COVID-19 need

7 Elementary Social Workers to provide mental health support to students

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$35,204**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$35,204**Status**

Approved

Line Item ID: 512-3-0015

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

Social Security Contribution

Account Number

108-6221-2120-212-00000

Function Code

2120 - Guidance 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

4 High School Counselors to address learning loss

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$21,645**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$21,645**Status**

Approved

Line Item ID: 512-3-0018

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

Social Security Contribution

Account Number

108-6221-2200-101-00000

Function Code

2200 - Support Services (Instructional Staff)

Object Code

220 - Social Security Contributions

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Please describe the expenditures within the account and how they will address a COVID-19 need

7 elementary instructional coaches to address learning loss

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$32,076**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$32,076**Status**

Approved

Line Item ID: 512-3-0019

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

Unemployment Contribution

Account Number

108-6250-2120-212-00000

Function Code

2120 - Guidance 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

4 High School Counselors to address learning loss

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$283**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$283**Status**

Approved

Line Item ID: 512-3-0020

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

Unemployment Contribution

Account Number

108-6250-2110-101-00000

Function Code

2110 - Attendance and Social Work Services

Object Code

260 - Unemployment Compensation

Allowable Use

10 - Providing mental health services and supports.

Please describe the expenditures within the account and how they will address a COVID-19 need

7 Elementary Social Workers to provide mental health support to students

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$460**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$460**Status**

Approved

Line Item ID: 512-3-0023

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

Unemployment Contribution

Account Number

108-6250-2200-101-00000

Function Code

2200 - Support Services (Instructional Staff)

Object Code

260 - Unemployment Compensation

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Please describe the expenditures within the account and how they will address a COVID-19 need

7 elementary instructional coaches to address learning loss

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$419**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$419**Status**

Approved

Line Item ID: 512-3-0026

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

Supplies & Materials

Account Number

108-6610-1200-520-00000

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

Middle school instructional materials to address learning loss. LETRS Training Bundle - Research-based training on the science of reading.

Budgeted Expenditures in SFY 2021	\$0
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Budgeted Expenditures in SFY 2022	\$0
--	-----

Budgeted Expenditures in SFY 2023	\$150,000
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Budgeted Expenditures in SFY 2024	\$0
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Total Expenditures	\$150,000
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Status

Approved

Line Item ID: 512-3-0027

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 & Materials

Account Number

108-6610-1300-520-00000

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

High school instructional materials to address learning loss. LETRS Training Bundle - Research-based training on the science of reading.

Budgeted Expenditures in SFY 2021	\$0
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Budgeted Expenditures in SFY 2022	\$0
--	-----

Budgeted Expenditures in SFY 2023	\$150,000
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Budgeted Expenditures in SFY 2024	\$0
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Total Expenditures	\$150,000
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Status

Approved

Line Item ID: 512-3-0032

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

Consultant Services

Account Number

108-6330-2130-541-00000

Function Code

2130 - Health Services

Object Code330 - Professional Employee Training
and Development Services**Allowable Use**2 - Coordination of COVID-19
preparedness and response efforts.**Please describe the expenditures within the account and how they will address a COVID-19 need**

Additional nurses for COVID-19 contact tracing. The district will employ approximately 5 nurses to continue to support the needs of students and staff related to substitute nursing shortage, increased illness and the mandatory reporting associated with COVID, and also support for school nurses as they return to the statutorily required screening process for students.

Budgeted Expenditures in SFY 2021	\$0
--	-----

Budgeted Expenditures in SFY 2022	\$0
--	-----

Budgeted Expenditures in SFY 2023	\$500,000
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Budgeted Expenditures in SFY 2024	\$0
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Total Expenditures	<u>\$500,000</u>
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Status

Approved

Line Item Comment from KSDE

Please provide an approximate number of nurses that will be employed and more information on the description of what their job will entail.

Line Item ID: 512-3-0033

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

Extra Duty

Account Number

108-6157-1200-520-00000

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

Middle school instructional materials to address learning loss.

We are planning ESSER-3 funds for teacher training for implementation of instructional materials.

Teacher incentive to complete LETRS training - partnership with Fort Hays State to entice participants

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**

Approved

Line Item ID: 512-3-0034

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

Substitutes

Account Number

108-6153-1200-520-00000

Function Code

1000 - Instruction

Object Code

153 - Additional compensation paid to substitute 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

Middle school instructional materials to address learning loss.

We are planning ESSER-3 funds for teacher training for implementation of instructional materials. Examples of these items are:

Substitute teacher costs for teachers subbed out for LETRS, dyslexia, or other general literacy training

Substitute/coverage costs for RTI team training, development, and implementation of RTI team throughout the system

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$20,000
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$20,000</u>

Status

Approved

Line Item ID: 512-3-0035

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

Extra Duty

Account Number

108-6157-1300-520-00000

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

High school instructional materials to address learning loss.

We are planning ESSER-3 funds for teacher training for implementation of instructional materials.

Teacher incentive to complete LETRS training - partnership with Fort Hays State to entice participants

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**

Approved

Line Item ID: 512-3-0036

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

Substitutes

Account Number

108-6153-1300-520-00000

Function Code

1000 - Instruction

Object Code

153 - Additional compensation paid to substitute 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

High school instructional materials to address learning loss.

We are planning ESSER-3 funds for teacher training for implementation of instructional materials. Examples of these items are:

Substitute teacher costs for teachers subbed out for LETRS, dyslexia, or other general literacy training

Substitute/coverage costs for RTI team training, development, and implementation of RTI team throughout the system

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: 512-3-0037

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

Supplies & Materials

Account Number

108-6610-1200-520-00000

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

Middle school instructional materials to address learning loss. Delta Math - online resource which allows students to practice problems covering topics from middle school, Algebra 1, Geometry, Algebra 2, Pre-Cal, Calculus and computer science.

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**

Approved

Line Item ID: 512-3-0038

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

Supplies & Materials

Account Number

108-6610-1200-520-00000

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

Middle school instructional materials to address learning loss. Edulastic - online assessment tool to align with state standards.

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**

Approved

Line Item ID: 512-3-0039

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

Supplies & Materials

Account Number

108-6610-1200-520-00000

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

Middle school instructional materials to address learning loss. DreamBox - adaptive math program to support students at their level.

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$200,000**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$200,000**Status**

Approved

Line Item ID: 512-3-0040

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

Supplies & Materials

Account Number

108-6610-1300-520-00000

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

High school instructional materials to address learning loss. Delta Math - online resource which allows students to practice problems covering topics from middle school, Algebra 1, Geometry, Algebra 2, Pre-Cal, Calculus and computer science.

Budgeted Expenditures in SFY 2021	\$0
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Budgeted Expenditures in SFY 2022	\$0
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Budgeted Expenditures in SFY 2023	\$100,000
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Budgeted Expenditures in SFY 2024	\$0
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Total Expenditures	<u>\$100,000</u>
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Status

Approved

Line Item ID: 512-3-0041

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

Supplies & Materials

Account Number

108-6610-1300-520-00000

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

High school instructional materials to address learning loss. Edulastic - online assessment tool to align with state standards.

Budgeted Expenditures in SFY 2021	\$0
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Budgeted Expenditures in SFY 2022	\$0
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Budgeted Expenditures in SFY 2023	\$100,000
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Budgeted Expenditures in SFY 2024	\$0
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Total Expenditures	<u>\$100,000</u>
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Status

Approved

Line Item ID: 512-3-0042

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

Extra Duty

Account Number

108-6157-1300-520-00000

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

Extra duty pay for tutoring for individualized support for student learning.

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**

Approved