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May 6th Task Force Meeting Pre-Read Materials

Dear Task Force members,

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

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

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, May 5th at 4:00 p.m. so information for the district in question can be included in the presentation materials.

Reminder

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

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

MINUTES



Commissioner's Task Force on ESSER (II, and III) and EANS (I, and II) Distribution of Money - Friday, April 8th, 2022

Call to Order

Chairman Porter called the meeting of the Commissioner's Task Force to order at 3:00 p.m. on Friday, April 8th, 2022.

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

Approval of Agenda

Adam Thomas made a motion to approve the agenda as presented for the April 8th meeting and Bert Lewis seconded it. Motion carried (13-0).

Motion
(00:01:28)

Attendance:

The following Task Force members attended by video conference:

| | |
|-----------------|----------------|
| Jim Porter | Jamie Rumford |
| Janet Waugh | Melissa Rooker |
| Brenda Dietrich | Frank Harwood |
| Adam Thomas | Tracy Callard |
| Simeon Russell | Roberta Lewis |
| Lisa Peters | Janet Eaton |
| Mike Argabright | Adam Proffitt |

Approval of March 4th Minutes

Adam Thomas made a motion to approve the March 4th minutes and Bert Lewis seconded it. Motion carried unanimously.

Motion
(00:01:53)

ESSER II: Change Application Status Update – Doug Boline

(00:05:24)

Doug Boline started the meeting off by stating that there are 4 ESSER II change requests being reviewed in today's meeting and if approved, the change requests will be recommended to the State Board of Education for approval on Tuesday, April 12th, 2022.

The ESSER II change requests consist of 32 individual budgeted expenditures totaling a value of \$866,000.

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

(00:06:22)

The eligible expenditures for the 4 change requests totaled to \$866,397 (cumulative). The net change for the eligible requests total to \$52,104. Specific details regarding the batch of change requests can be found on the Commissioner's Task Force webpage located here -

[Commissioner's Task Force \(ksde.org\)](https://ksde.org).

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

Motion

(00:07:37)

Jamie Rumford made a motion to approve the ESSER II change request submitted by USD 399 Paradise, USD 471 Dexter, USD 495 Ft. Larned and USD 507 Satanta as presented. Mike Argabright seconded it. Motion carried (13-0).

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

(00:08:42)

Doug Boline mentioned that the 10 districts represented in today's ESSER III application batch have requested \$10.9 million total (78% of their total allocations). The average eligible expenditures (requested) per district (for this specific batch) range from \$222,267 to \$3,455,190; average amount per district is \$1,096,155. The eligible planned expenditures (for this batch) per student range from \$778 to \$2,642; average amount is \$1,145.

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

Motion

(00:19:08)

Tracy Callard made a motion to approve the ESSER III applications and Adam Proffitt seconded it. Motion carried (12-1).

Adjournment – Chairman Porter adjourned the meeting at 3:21 p.m. The next meeting will occur on Friday, May 6th, 2022 at 3:00 p.m.



Commissioner's K-12 Relief Funds Task Force



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Task Force Meeting
May 6th, 2022

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ESSER II: Change Application Status Update

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2

ESSER II status update

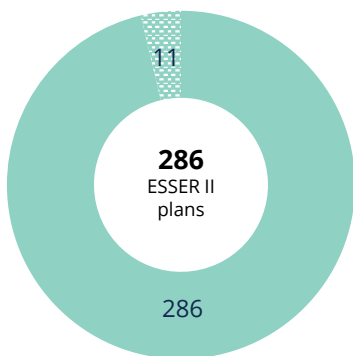
11 ESSER II change plans are projected to be reviewed in the current slate and then will be recommended to the State Board for approval on May 10th, 2022.

- 11 ESSER II change applications from districts representing 17,397 students¹
- 119 individual budgeted expenditures totaling a value of \$13.6M

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.



ESSER II Update | Overview



Slates of plans previously approved by State Board

286 plans

\$284.2M

Batch of change request plans being reviewed today

11 plans

\$1.3M

Batch of plans being reviewed today

0

\$0

Plans that have not yet been submitted

0 plans

Plans that are in progress

0 plans



ESSER II: Discussion of Change Requests Deemed Eligible by KSDE



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 |
|-----------------|-----------------|-------------------------------------|---------------------|-----------------------------|---------------------|---------------------|
| 235 | Uniontown | \$418,063 | \$382,387 | \$414,959 | \$32,572 | Premium Pay and PPE |
| 288 | Central Heights | \$343,315 | \$343,315 | \$343,315 | \$0 | Premium Pay |
| 308 | Hutchinson | \$3,778,947 | \$3,778,947 | \$3,778,947 | \$0 | Premium Pay and PPE |



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 |
|-----------------|-----------------|-------------------------------------|---------------------|-----------------------------|---------------------|--------------------|
| 310 | Fairfield | \$257,962 | \$257,962 | \$257,962 | \$0 | Premium Pay |
| 343 | Perry Lecompton | \$324,882 | \$324,882 | \$324,882 | \$0 | Salaries |
| 378 | Riley | \$259,994 | \$259,994 | \$259,994 | \$0 | Premium Pay |



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 |
|-----------------|---------------|-------------------------------------|---------------------|-----------------------------|---------------------|----------------------------|
| 396 | Douglass | \$255,440 | \$219,943 | \$255,440 | \$35,497 | Social Worker |
| 413 | Chanute | \$1,791,330 | \$1,791,330 | \$1,791,330 | \$0 | Premium Pay and Substitute |
| 443 | Dodge City | \$4,566,781 | \$3,791,498 | \$4,566,781 | \$775,283 | Premium Pay and Curriculum |

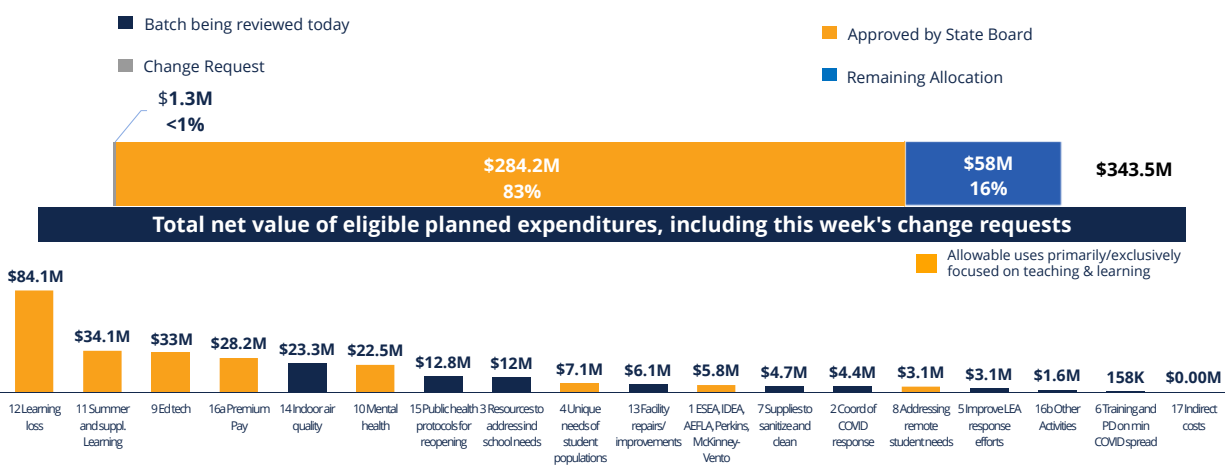


ESSER II Change Request Summary

| District Number | District Name | Total Direct and True Up Allocation | Previously Eligible | Total Eligible (cumulative) | Eligible Net Change | Summary of Changes |
|-----------------|---------------|-------------------------------------|---------------------|-----------------------------|---------------------|----------------------------|
| 447 | Cherryvale | \$1,124,622 | \$737,246 | \$1,124,622 | \$387,376 | HVAC and PPE |
| 466 | Scott County | \$513,207 | \$409,382 | \$513,207 | \$103,825 | Premium Pay and Substitute |
| Total | | \$13,634,534 | \$12,296,866 | \$13,631,439 | \$1,334,552 | |



ESSER II Change Request Summary Allowable Use





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



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



ESSER III status update

The following districts' applications from previous State Board meetings have met stakeholder consultation requirements and are fully approved.

- USD 229 Blue Valley
- USD 233 Olathe
- USD 257 Iola
- USD 299 Sylvan
- USD 320 Wamego



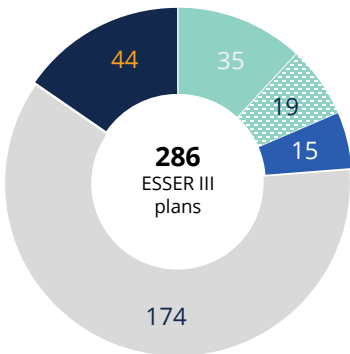
ESSER III status update

15 ESSER III plans projected to be reviewed in the current slate and then will be recommended to the State Board for approval on May 10th, 2022.

- 15 districts submitted ESSER III plans representing 16,723 students.
- 375 individual budgeted expenditures totaling a value of \$28.2M



ESSER III Update | Overview



States of plans fully approved by State Board

35 plans

\$76.4M

Plans conditionally approved at previous State Board

19 plans

\$15.2M

Batch of plans being reviewed today

15 plans

\$28.2M

Plans that have not yet been submitted

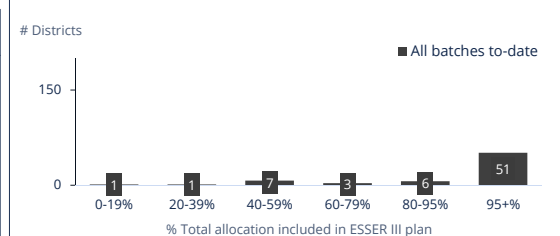
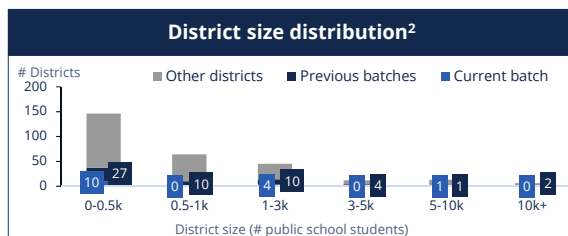
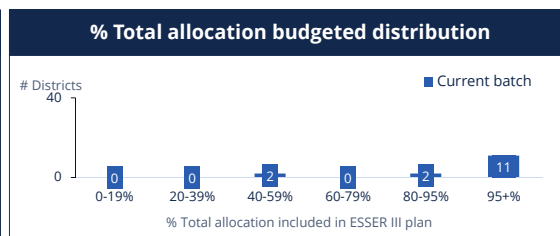
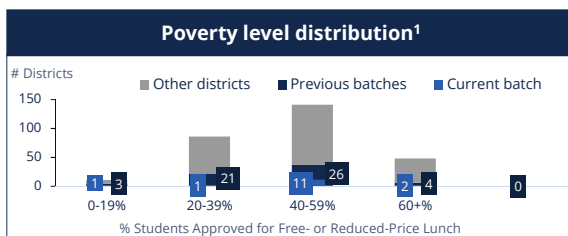
174 plans

Plans that are under KSDE review

44 plans



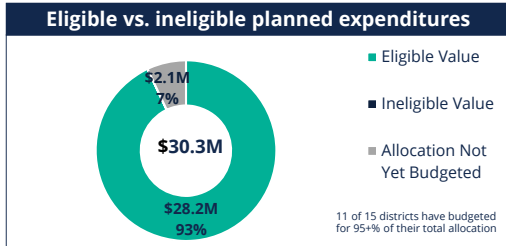
Program Summary | Profile of monthly batch of ESSER III districts



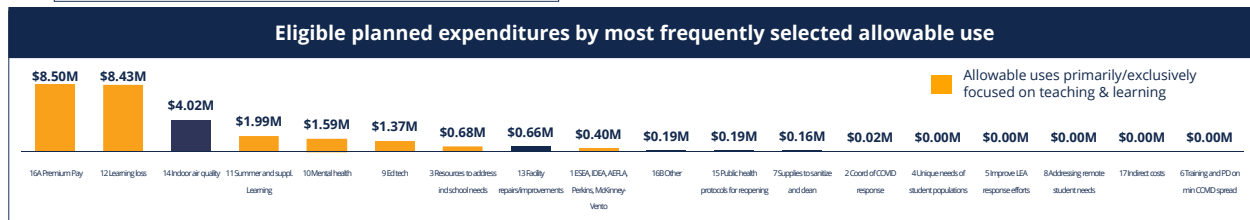
1. Districts were grouped based on the % of student headcount approved for free or reduced-price lunch in the 2020-2021 school year 2. Districts were grouped based on the number of non-weighted, non-virtual full-time equivalent (FTE) students in the 2020-2021 school year (part-time students are accounted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



Summary of Today's Batch

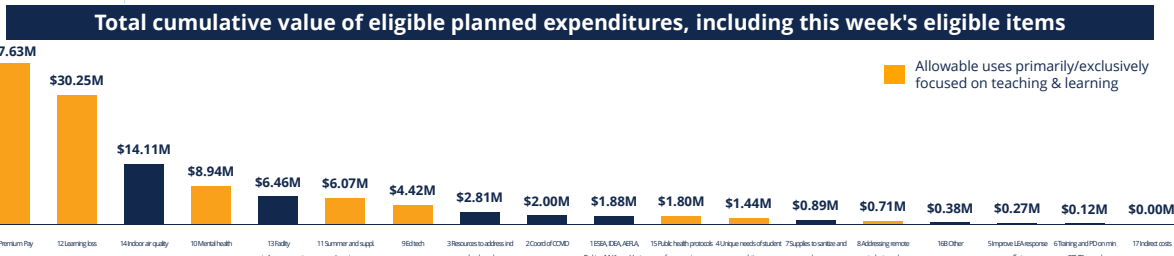
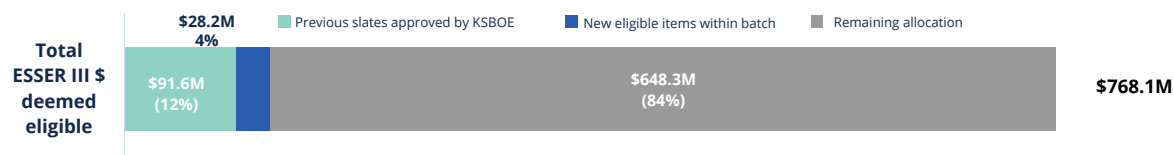


| Average eligible expenditures per district | Eligible planned expenditures per student ¹ <i>Over total length of plan</i> |
|--|--|
| \$1,879,833 | \$1,680 |
| Range: \$239,859 - \$13,663,761 | Range: \$636 - \$2,871 |



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

Cumulative ESSER III Program Summary



Note: Allowable use categorization is displayed based on district reporting



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

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19

Vote to recommend the final slate of requests (including changes) to State Board

Scope:

- 11 ESSER II change request
- 15 ESSER III applications



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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 | 235 | Uniontown | 450 | 61% | \$ 418,063 | \$ 382,387 | 91% | \$ 414,959 | \$ 414,959 | \$ 32,572 | 100% | \$ 922 |
| 2 | 288 | Central Heights | 482 | 49% | \$ 343,315 | \$ 343,315 | 100% | \$ 343,315 | \$ 343,315 | \$ - | 100% | \$ 712 |
| 3 | 308 | Hutchinson Public Schools | 4,071 | 67% | \$ 3,778,947 | \$ 3,778,947 | 100% | \$ 3,778,947 | \$ 3,778,947 | \$ - | 100% | \$ 928 |
| 4 | 310 | Fairfield | 265 | 58% | \$ 257,962 | \$ 257,962 | 100% | \$ 257,962 | \$ 257,962 | \$ - | 100% | \$ 973 |
| 5 | 343 | Perry Public Schools | 728 | 35% | \$ 324,882 | \$ 324,882 | 100% | \$ 324,882 | \$ 324,882 | \$ - | 100% | \$ 446 |
| 6 | 378 | Riley County | 646 | 28% | \$ 259,994 | \$ 259,994 | 100% | \$ 259,994 | \$ 259,994 | \$ - | 100% | \$ 402 |
| 7 | 396 | Douglass Public Schools | 616 | 36% | \$ 255,440 | \$ 219,943 | 86% | \$ 255,440 | \$ 255,440 | \$ 35,497 | 100% | \$ 415 |
| 8 | 413 | Chanute Public Schools | 1,685 | 60% | \$ 1,791,330 | \$ 1,791,330 | 100% | \$ 1,791,330 | \$ 1,791,330 | \$ - | 100% | \$ 1,063 |
| 9 | 443 | Dodge City | 6,772 | 80% | \$ 4,566,781 | \$ 3,791,498 | 83% | \$ 4,566,781 | \$ 4,566,781 | \$ 775,283 | 100% | \$ 674 |
| 10 | 447 | Cherryvale | 737.00 | 67% | \$ 1,124,622 | \$ 737,246 | 66% | \$ 1,124,622 | \$ 1,124,622 | \$ 387,376 | 100% | \$ 1,526 |
| 11 | 466 | Scott County | 945.20 | 47% | \$ 513,207 | \$ 409,382 | 80% | \$ 513,207 | \$ 513,207 | \$ 103,825 | 100% | \$ 543 |
| Total | | | 17,397 | 65% | \$ 13,634,543 | \$ 12,296,886 | 90% | 13,631,439 | \$ 13,631,439 | \$ 1,334,552 | 100% | \$ 784 |

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

Kansas CommonApp (2020)

2656-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)



BoOpJGPB

235_Uniontown_ESSER II Plan_Change0111

Applicant details

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

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

Select an Applicant Type | Unified School District

Applicant / Entity Name | Uniontown USD 235

Applicant / Mailing Address

| 601 Fifth Street
| Uniontown, Kansas 66779

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

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

Applicant / Phone Number | 6207564302

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

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

Application details

Full District Name | Uniontown

District Number | 235

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

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

While we have been happy with the gains that students have been able to make during in-person instruction this year, and while we are proud of the fact that we have been able to protect in-person instruction for most students, we do recognize the impact of the closure in March of 2020 and the fact that quarantines and remote learning did continue across portions of the student body for the entirety of the school year to this point. In the elementary, this is most clearly quantified by using our December benchmark data comparing 2019 to 2020. WBE, as a building, reported 5% fewer students on grade level in reading in December of 2020. This is further realized when looking at our K-3rd grade students. We show an 11% decline in the percent of students on grade-level at that point comparatively. Again, this is not to say that there hasn't been good progress, it is simply further evidence of the impact that COVID-19 had on our systems and families. These impacts then trickled down to our students and their opportunity for a robust and dynamic education. In the JH/HS, we did not see the number of students at Level 3/4 on the state assessments that we would hope to see. We fell below the state average. While students have been able to show growth throughout this year, they have not yet grown to the proficiency we would expect and that we believe they need to turn their potential into their future.

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

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

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

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

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

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

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

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

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

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

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

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

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

Providing mental health services and supports.

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

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

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

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

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

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

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

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

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

We are proposing using ESSER II funds in a variety of ways. We recognize this is a robust problem and needs to be navigated from a variety of angles; people, programs, physical needs. In regards to people, we believe that the addition of a certified

teacher to push into our needs in K-3rd is essential to closing the proficiency gap in reading and math. Additionally, a Communities in Schools (CIS) program will help us better meet the basic needs of students and families so that kids can focus on school while at school. Lastly, an additional school nurse will help in communication and navigation of the health and medical needs of our student and staff body.

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

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

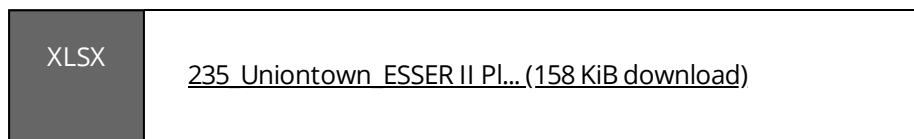
How will the district determine the impact of its ESSER II direct district allocation expenditures (and additional per-student allocation, if applicable) on students?

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

Notes on ESSER II application Excel template:

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

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



Local Education Agency (LEA) Assurances

Section I. General Grant Assurances for Federal Funds

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

34 CFR §76.702 Fiscal control and fund accounting procedures.

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

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

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

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

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

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

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

34 CFR §76.722 Subgrantee reporting requirements.

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

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

[72 FR 3703, Jan. 25, 2007]

34 CFR §76.730 Records related to grant funds.

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

- 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 | Bret Howard

Date | 01/11/2022

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

| | | |
|-----|---------------|------------|
| USD | District Name | Data as of |
| 235 | Uniontown | 4/21/2022 |

| Expenditure ID | Eligibility Recommendation | Funding Stream | Function Name | Object Name | ESSER Allowable Use | Please describe the expenditures within the account and how they will address a COVID-19 need | Total Expenditures (\$) | Budgeted Expenditures in SFY 2021 (\$) | Budgeted Expenditures in SFY 2022 (\$) | Budgeted Expenditures in SFY 2023 (\$) | Budgeted Expenditures in SFY 2024 (\$) | Account Number | Notes |
|--------------------|----------------------------|-------------------|------------------|--|--|--|-------------------------|--|--|--|--|----------------|---|
| 235-1-001-20220510 | Eligible | Direct Allocation | Support Services | Computers and Related Equipment (includes software if bought as a package) | 9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students | 9 Smart Boards for the classrooms at both the Elementary and JH/HS Attendance Centers. This will allow for better instruction during Remote Learning if necessary. All of the Remote Learning provided can be ran through the Smart Board and projected making it easire for both student and teacher. | \$ 25,160 | \$ - | \$ 25,160 | \$ - | \$ - | 31 | Approved at 7/9/2021 State Board |
| 235-1-002-20220510 | Eligible | Direct Allocation | Support Services | Furniture and Fixtures | 9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students | Six portable stands to be used in conjunction with the 9 Smart Boards. 3 teachers have places on the wall to make the smart boards permanent while 6 teachers need the flexibility to move the boards around the room depending upon the lessons taught each day. | \$ 2,700 | \$ - | \$ 2,700 | \$ - | \$ - | 31 | Approved at the 7/9/2021 State Board Meeting |
| 235-1-003-20220510 | Eligible | Direct Allocation | Support Services | Furniture and Fixtures | 13. School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs | To purchase larger reading rugs in the elementary classroom to allow students to space out more for social distancing in the Kindergarten areas. Also to purchase picnic tables to be palced outside for an outdoor classroom when the weather allows us to be outside. | \$ 5,050 | \$ - | \$ 5,050 | \$ - | \$ - | 31 | Approved at the 7/9/2021 State Board Meeting |
| 235-1-004-20220510 | Eligible | Direct Allocation | Support Services | Furniture and Fixtures | 15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities | To replace some of the flexible seating options that do not work well with necessary room arrangements and logistics that promote social distancing in our classrooms. | \$ 1,248 | \$ - | \$ 1,248 | \$ - | \$ - | 31 | Approved at the 7/9/2021 State Board Meeting |
| 235-1-005-20220510 | Eligible | Direct Allocation | Instruction | Full-Time Certified Salaries | 12. Addressing learning loss among students, including vulnerable populations | Add a certified teacher that would provide additional core reading and math for 1st and 2nd grade students to address phonics and early numeracy deficiencies for the 2021-22 school year. | \$ 82,675 | \$ - | \$ 40,000 | \$ 42,675 | \$ - | 31 | Change Request: Previously approved for \$42,675 for both SFY 2022 and 2023 |

| | | | | | | | | | | | | | |
|-----------------------|----------|-------------------|------------------|---|--|---|-----------|------|-----------|-----------|------|----|--|
| 235-1-006 20220510 | Eligible | Direct Allocation | Support Services | Purchased Professional & Technical Services | 4. Activities to address the unique needs of low-income children, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including outreach and service delivery | Communities In Schools Site Coordinator. This position will provide integrated student supports to meet the social/emotional and mental health needs of our students. These needs increased due to COVID-19. This position will meet the needs of students in grade PK-12. | \$ 93,877 | \$ - | \$ 93,877 | \$ - | \$ - | 31 | Approved at the 7/9/2021 State Board Meeting |
| 235-1-007 20220510 | Eligible | Direct Allocation | Nursing Services | Full-Time Certified Salaries | 15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities | Addition of a school nurse position. We currently only have one nurse available for the entire district. This position would allow us to have a nurse present in both attendance centers at all times. This would cut down on the nurse being exposed to multiple students as well. | \$ 80,000 | \$ - | \$ 40,000 | \$ 40,000 | \$ - | 31 | Approved at the 7/9/2021 State Board Meeting |
| 235-1-008 20220510 | Eligible | Direct Allocation | Nursing Services | Health and Accident Insurance | 15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities | Health Insurance for the Nurse Position listed. | \$ 13,465 | \$ - | \$ 6,732 | \$ 6,732 | \$ - | 31 | Change Request: Previously approved for \$7,200 in both SFY 2022 and 2023 |
| 235-1-009 20220510 | Eligible | Direct Allocation | Instruction | FICA - Employer's Contribution | 12. Addressing learning loss among students, including vulnerable populations | FICA for the Certified Teacher. | \$ 6,303 | \$ - | \$ 3,038 | \$ 3,265 | \$ - | 31 | Change Request: Previously approved for \$32,264 in both SFY 2022 and 2024 |
| 235-1-010 20220510 | Eligible | Direct Allocation | Nursing Services | FICA - Employer's Contribution | 15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities | FICA Contribution for the Nurse Position. | \$ 6,098 | \$ - | \$ 3,038 | \$ 3,060 | \$ - | 31 | Change Request: previously approved for \$3,060 for both SFY 2022 and 2023 |
| 235-1-011 20220510 | Eligible | Direct Allocation | Instruction | Retirement Appropriation | 12. Addressing learning loss among students, including vulnerable populations | KPERS Contribution for the Certified Teacher position. | \$ 10,664 | \$ - | \$ 5,332 | \$ 5,332 | \$ - | 31 | Change Request: previously approved for \$2,560 for both SFY 2022 and 2024 |
| 235-1-012 20220510 | Eligible | Direct Allocation | Instruction | Unemployment Compensation | 12. Addressing learning loss among students, including vulnerable populations | Unemployment Insurance for the Certified Teacher position. | \$ 79 | \$ - | \$ 40 | \$ 40 | \$ - | 31 | Change Request: previously approved for \$42.68 for both SFY 2022 and 2024 |

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|-----------------------|----------|-------------------|--|-----------------------------|---|---|-----------|------|-----------|-------|------|----|--|
| 235-1-013 20220510 | Eligible | Direct Allocation | Nursing Services | Unemployment Compensation | 15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities | Unemployment Insurance for the Nurse position. | \$ 77 | \$ - | \$ 37 | \$ 40 | \$ - | 31 | Change Request: previously approved for \$40.00 for both SFY 2022 and 2024 |
| 235-1-014 20220510 | Eligible | Direct Allocation | Instruction | Technology-Related Hardware | 9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students | This is a touchless system that measure performance on jumps, sprints, Explosive Leg Power, Aaerobic Capacity and Contact Time in the Physical Education classroom in a socially distanced manner. | \$ 629 | \$ - | \$ 629 | \$ - | \$ - | 31 | Approved at the 7/9/2021 State Board Meeting |
| 235-1-015 20220510 | Eligible | Direct Allocation | Support Services - School Administration | Paper Products | 16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff | This purchase allows our secretaries to mail items home without licking envelopes. This helps to keep our secretaries and office staff safer without having saliva on the paper product which is handled by multiple people. | \$ 96 | \$ - | \$ 96 | \$ - | \$ - | 31 | Approved at the 7/9/2021 State Board Meeting |
| 235-1-016 20220510 | Eligible | Direct Allocation | Support Services (Students) | Books | 10. Providing mental health services and supports | Books purchased by our Elementary Counselorto read to or with students to promote social/emotional health and/or learning. | \$ 140 | \$ - | \$ 140 | \$ - | \$ - | 31 | Approved at the 7/9/2021 State Board Meeting |
| 235-1-017 20220510 | Eligible | Direct Allocation | Instruction | Books | 3. Providing principals and other school leaders with resources to address individual school needs | To purchase additional copies of Rigby Readers for Kindergarten and 1st graders to ensure there are enough copies available to meet the needs without sharing copies. | \$ 4,320 | \$ - | \$ 4,320 | \$ - | \$ - | 31 | Approved at the 7/9/2021 State Board Meeting |
| 235-1-018 20220510 | Eligible | Direct Allocation | Instruction | Books | 12. Addressing learning loss among students, including vulnerable populations | Purchasing of Scholarstic Trade Books for Kindergarten students to help build early literacy due to learning loss. | \$ 183 | \$ - | \$ 183 | \$ - | \$ - | 31 | Approved at the 7/9/2021 State Board Meeting |
| 235-1-019 20220510 | Eligible | Direct Allocation | Instruction | Textbooks | 12. Addressing learning loss among students, including vulnerable populations | Purchase of McGraw Hill's "Connecting Math Concepts" and also "Reading Mastery" to address learning loss in our Special Education Department and with our lowest level regular education students. Also purchase of the Edmark Reading Programs Level 1 and Level 2 kits to address learning loss in the same students. | \$ 18,201 | \$ - | \$ 18,201 | \$ - | \$ - | 31 | Approved at the 7/9/2021 State Board Meeting |

| | | | | | | | | | | | | | |
|--------------------|----------|-------------------|-----------------------------|----------------------|--|---|----------|------|----------|------|------|----|--|
| 235-1-020-20220510 | Eligible | Direct Allocation | Instruction | Other | 10. Providing mental health services and supports | For use in guidance class with our counselors in both large group and small group lessons. These lessons will help our counselors address the social/emotional needs of our students that greatly increased due to time out of school during the end of the 2019-20 school year due to COVID. | \$ 644 | \$ - | \$ 644 | \$ - | \$ - | 31 | Approved at the 7/9/2021 State Board Meeting |
| 235-1-021-20220510 | Eligible | Direct Allocation | Instruction | Software | 12. Addressing learning loss among students, including vulnerable populations | Purchase of Online Subscriptions to address learning loss with our students. Subscriptions include: Kids Discover Magazine, iRead, ABC Mouse, Lexia Core 5, Flocabulary, ReadingEggs, and MathSeeds. | \$ 5,974 | \$ - | \$ 5,974 | \$ - | \$ - | 31 | Approved at the 7/9/2021 State Board Meeting |
| 235-1-022-20220510 | Eligible | Direct Allocation | Instruction | Software | 10. Providing mental health services and supports | Purchase of Second Step online access for all K-8 students. This includes teacher lessons and curriculum. Also purchase of SAEBRS online screening tool with admin accounts to access reporting. This will allow us to better serve and meet the needs of our students' social/emotional needs. | \$ 3,570 | \$ - | \$ 3,570 | \$ - | \$ - | 31 | Approved at the 7/9/2021 State Board Meeting |
| 235-1-023-20220510 | Eligible | Direct Allocation | Support Services (Students) | Other | 9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students | Student Classroom Set of Headphones that work with iPads for our Kindergarten through 3rd grade students. This will ensure each student has their own headset in case we are required to go to Remote Learning. | \$ 3,709 | \$ - | \$ 3,709 | \$ - | \$ - | 31 | Change Request: Previously approved for \$3,570 SFY 2022 |
| 235-1-024-20220510 | Eligible | Direct Allocation | Support Services (Students) | Supplies & Materials | 16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff | NEW ITEM. Masks purchased for the federal mask mandate on Transportation. | \$ 142 | \$ - | \$ 142 | \$ - | \$ - | 31 | New Line Item |
| 235-1-025-20220510 | Eligible | Direct Allocation | Support Services (Students) | Supplies & Materials | 7. Purchasing supplies to sanitize and clean LEA and school facilities | NEW ITEM. Purell Hand Sanitizer for students to use to sanitize hands before lunch. | \$ 191 | \$ - | \$ 191 | \$ - | \$ - | 31 | New Line Item |
| 235-1-026-20220510 | Eligible | Direct Allocation | Support Services (Students) | Supplies & Materials | 3. Providing principals and other school leaders with resources to address individual school needs | NEW ITEM. Cloth bags purchased to be able to send student work home for students who had been quarantined from COVID-19. | \$ 264 | \$ - | \$ 264 | \$ - | \$ - | 31 | New Line Item |

| | | | | | | | | | | | | | |
|--------------------|----------|-------------------|-------------|--------------------------------|--|---|-----------|------|-----------|------|------|----|---------------|
| 235-1-027-20220510 | Eligible | Direct Allocation | Instruction | Regular Certified Salaries | 16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff | NEW ITEM. Incentive Premium Pay In order to retain staff in light of the additional duties necessary to implement programs designed to limit learning loss and ensure that staff come back to work, the district is providing a premium payment of \$500 for the 2021-22 school year for all certified staff. The \$500 premium pay is based on the Governor and Kansas Legislature's recommendation. The total amount requested will be \$22,500 (45 certified staff members X \$500 = \$22,500). We willcode it as we do other salary: Function 1000 Instruction, Object Code 110 Certified or 120 non-certified for paras. These funds are being requested for SFY2022. All staff was made aware of this during the negotiations process as well as on our first day of district in-service. Employees must still be employed during the November 2021 payroll to be able to receive the premium incentive pay. | \$ 22,500 | \$ - | \$ 22,500 | \$ - | \$ - | 31 | New Line Item |
| 235-1-028-20220510 | Eligible | Direct Allocation | Instruction | Regular Non-Certified Salaries | 16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff | NEW ITEM. Incentive Premium Pay In order to retain staff in light of the additional duties necessary to implement programs designed to limit learning loss and ensure that staff come back to work, the district is providing a premium payment of \$500 for the 2021-22 school year for all certified staff. The \$500 premium pay is based on the Governor and Kansas Legislature's recommendation. The total amount requested will be \$27,000 (54 certified staff members X \$500 = \$27,000). We willcode it as we do other salary: Function 1000 Instruction, Object Code 110 Certified or 120 non-certified for paras. These funds are being requested for SFY2022. All staff was made aware of this during the negotiations process as well as on our first day of district in-service. Employees must still be employed during the November 2021 payroll to be able to receive the premium incentive pay. | \$ 27,000 | \$ - | \$ 27,000 | \$ - | \$ - | 31 | New Line Item |

Kansas CommonApp (2020)

2880-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)



dyRmeObk

288_Central Heights_ESSERII_Change

Applicant details

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

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

| | |
|---|--------------------------|
| Select an Applicant Type | Unified School District |
| Applicant / Entity Name | Central Heights, USD 288 |
| Applicant / Mailing Address | |
| 3521 Ellis Rd. Richmond, KS 66080 | |
| Applicant / First and Last Name of Owner, CEO, or Executive Director | Nathan Hinrichs |
| Applicant / Email Address of Owner, CEO, or Executive Director | nhinrichs@usd288.org |
| Applicant / Phone Number | 785-869-3455 |

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

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

Application details

| | |
|--------------------|-----------------|
| Full District Name | Central Heights |
| District Number | 288 |

| | |
|---|----------------------|
| Mailing Address Street Address | 3521 Ellis Rd. |
| Mailing City | Richmond |
| Mailing Address Zip Code | 66080 |
| Authorized Representative of the District Name | Nathan Hinrichs |
| Authorized Representative of the District Position or Title | Superintendent |
| Authorized Representative of the District Email Address | nhinrichs@usd288.org |
| Authorized Representative of the District Phone Number | +17858693455 |
| 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 has impacted the the students of USD 288 in many ways. First, students were sent home from school last Spring and finished the school year remotely. This learning format worked for some students and others struggled and all students missed on the social and emotional benefits of being at school with their peers. This year, USD 288 has offered both in person and remote instruction to all students (their choice). At the beginning of the school year, we had 107 students choosing to stay home and learn remotely, we currently have 29. Providing instruction both remotely an in person has created many challenges, as additional professional development and technology were needed. In addition, cleaning, social distancing and safety protocols had to be put in place for the safety or students and staff, which was an adjustment for everyone involved. Fortunately, these items were paid for with ESSER-1 and SPARK funds. As the year has progressed, we have identified the need to address learning loss in the area of Elementary Math, as well as social and emotional needs in the Elementary and Secondary.

| | |
|---|----|
| 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.

Central Heights proposes to utilize ESSER funds to address learning loss and student needs directly associated with COVID. We would like to hire an additional Counselor, which will be placed at the Middle School, the area identified as having the greatest Counseling need by our administrative team. In addition to addressing the counseling needs created by the COVID, this position will oversee the implementation of our new SEL curriculum, district wide. We also propose hiring a Title Math teacher at our elementary school to address learning loss, as a result of COVID. In addition, we propose hiring an At-Risk specialist to the elementary school to work with student one on one and in small groups to address social emotional and academic issues caused by the pandemic. Finally, we propose hiring an additional nurse, as the demands of COVID have created more work than our current nursing staff can handle.

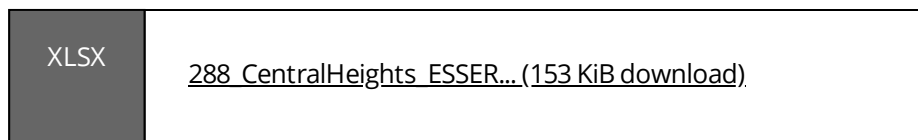
How will the district determine the impact of its ESSER II direct district allocation expenditures (and additional per-student allocation, if applicable) on students?

The district will utilize a variety of data to determine the impact of these positions on our students. We will utilize both local Math assessments and state Math assessments, to determine the effectiveness of the Title Math position. We will utilize local SEL data, as well as attendance and office referral to determine the effectiveness of the Counselor position. We will utilize attendance, grade and SEL data to determine the effectiveness of the At-Risk position. Finally, we will utilize daily logs and over time hours to determine the effectiveness of the additional nursing position.

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)

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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 | Nathan Hinrichs

Date | 03/18/2022

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

| | | |
|-----|-----------------|------------|
| USD | District Name | Data as of |
| 288 | Central Heights | 4/29/2022 |

| Expenditure ID | Eligibility Review Recommendation | Funding Stream | Function Name | Object Name | ESSER Allowable Use | Please describe the expenditures within the account and how they will address a COVID-19 need | Total Expenditures (\$) | Budgeted Expenditures in SFY 2021 (\$) | Budgeted Expenditures in SFY 2022 (\$) | Budgeted Expenditures in SFY 2023 (\$) | Budgeted Expenditures in SFY 2024 (\$) | Account Number | Notes |
|--------------------|-----------------------------------|-------------------|-----------------------------|--------------------------------|---|--|-------------------------|--|--|--|--|----------------|--|
| 288-1-001-20220510 | Eligible | Direct Allocation | Instruction | Regular Certified Salaries | 12. Addressing learning loss among students, including vulnerable populations | Salary and benefits for an Elementary Math Specialists (Title Math). This position will work with individual and small groups of elementary students to address learning loss in the area of Math, caused by the pandemic. | \$ 66,389 | \$ 66,389 | \$ - | \$ - | \$ - | 20 | Approved at 6/9/2021 State Board Meeting |
| 288-1-002-20220510 | Eligible | Direct Allocation | Support Services (Students) | Regular Certified Salaries | 10. Providing mental health services and supports | Salary and benefits for a school counselor. This position will deal with the increased social and emotional needs of students, as a result of the pandemic. | \$ 76,287 | \$ 76,287 | \$ - | \$ - | \$ - | 6 | Approved at 6/9/2021 State Board Meeting |
| 288-1-003-20220510 | Eligible | Direct Allocation | Support Services (Students) | Regular Non-Certified Salaries | 2. Coordination of COVID-19 preparedness and response efforts | Change Request- Change to salary for SY 2022-Salary and benefits for a school nurse position. This position will work with our students, staff and county health to respond to potential cases and to educate our students and staff on COVID, vaccinations, tc. | \$ 102,704 | \$ 50,842 | \$ 51,862 | \$ - | \$ - | 6 | Change Request |

| | | | | | | | | | | | | | |
|--------------------|----------|-------------------|-----------------------------|--------------------------------|--|---|-----------|-----------|-----------|------|------|---|--|
| 288-1-004-20220510 | Eligible | Direct Allocation | Support Services (Students) | Regular Non-Certified Salaries | 16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff | Premium retention pay to retain experienced, trained personnel nessecary to maintain the operation and continuity of programs and to prevent further learning loss due to COVID-19. CHANGE REQUEST-Updated Amount | \$ 50,335 | \$ 50,335 | \$ - | \$ - | \$ - | 6 | Approved at 6/9/2021 State Board Meeting |
| 288-1-005-20220510 | Eligible | Direct Allocation | 0 | Regular Non-Certified Salaries | 16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff | New Item fro SY22- Premium retention pay to retain experienced, trained personnel nessecary to maintain the operation and continuity of programs and to prevent further learning loss due to COVID-19. | \$ 47,600 | \$ - | \$ 47,600 | \$ - | \$ - | 6 | New Line Item |

Kansas CommonApp (2020)

2162-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)



308_Hutchinson_ESSERII_Change

VmMQxpnV

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 | Hutchinson USD 308

Applicant / Mailing Address

| 1520 North Plum
| Hutchinson, KS 67501

Applicant / First and Last Name of Owner, CEO, or Executive Director | Sheila Meggers

Applicant / Email Address of Owner, CEO, or Executive Director | meggers.sheila@usd308.com

Applicant / Phone Number | 620-615-4040

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

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

Application details

Full District Name | USD 308 Hutchinson

District Number | 308

Mailing Address | Street Address | 1520 N. Plum

Mailing | City | Hutchinson

Mailing Address | Zip Code | 67501

Authorized Representative of the District | Name | Sheila Meggers

Authorized Representative of the District | Position or Title | Director of Finance

Authorized Representative of the District | Email Address | meggers.sheila@usd308.com

Authorized Representative of the District | Phone Number | +16206154040

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

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

USD 308 has implemented several different learning environments (all students on site, hybrid, modified hybrid, and remote) during the 2021-2022 school year. We have lost numerous students to established virtual schools. Our district has had multiple remote students not completing assignments, not engaged, and failing. 119 (36%) elementary remote learners have been repeatedly contacted for not making the expected academic growth. 38 of those 119 were not truant, but also not engaged. Another 79 of the 119 received the first truancy letter. 12 of those 79 received the second, and three students actually had truancy filed on them.

Pertaining to reading as measured by i-Ready from Fall to Winter, our students (26%-tier 3, 36%-tier 2, 38%-tier 1) met 65% of their overall end of the year goal in 2019-2020 as compared to 48% (students... 32%-tier 3, 34%-tier 2, 34%-tier 1) in 2020-2021. In i-Ready math, our students (19%-tier 3, 48%-tier 2, 33%-tier 1) met 58% of their overall end of the year goal in 2019-2020 as compared to 48% (students... 27%-tier 3, 46%-tier 2, 27%-tier 1) in 2020-2021.

CHANGE REQUESTS: USD 308 would like to adjust amounts, timelines and break down budget lines to be more specific. The adjustments are due to higher than expected enrollment in summer school and virtual school. We also had a few items come in under our estimates. We would like to reallocate those funds and submit an application that accurately reflects how the funds can best be used to meet needs in USD 308.

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.

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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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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.

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

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

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

USD 308 will use approximately \$2,341,000 for Student Academic Performance in the areas of Virtual School, 2 additional FTE, Accelus, Tutoring, Summer Programs, Staff Training for Leader in Me and additional instructional support.

USD 308 will use approximately \$1,029,000 for Social/Emotional Support for Staff and Students, Additional Social Workers, Leader in Me and Staff Retention. USD 308 will use approximately \$430,000 on Ionization Modules

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

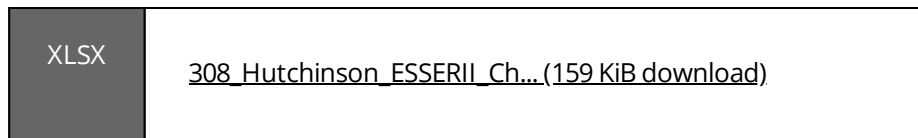
Hutchinson Public Schools will administer and use high-quality assessments that are valid and reliable to obtain individual student baseline data, accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction. Educators will implement evidence-based activities to meet the comprehensive needs of all students. USD 308 will provide information and assistance to parents and families on how they can effectively support students, including in a distance learning environment. We will also track student attendance and improve student engagement in distance education.

Our district is also offering an extensive K-12 summer and supplemental after school programs for all students in partnership with The Boys & Girls Clubs of Hutchinson to provide classroom instruction to address the needs of our diverse student population, specifically those students of low-income, children with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.

Notes on ESSER II application Excel template:

- Plans and budgets should be submitted for at least a 12 month period but do not need to account for the full duration of the program or the full allocation amount. Funds will remain accessible to the LEA until September 30, 2023 and there will be additional opportunities to submit further requests/plans in the future.
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(a) A State and a subgrantee shall comply with the following statutes and regulations:

- Discrimination on the basis of race, color, or national origin | Title VI of the Civil Rights Act of 1964 (45 U.S.C. 2000d through 2000d-4) | 34 CFR part 100.
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(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 | Sheila Meggers

Date | 01/31/2022

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

| | | |
|-----|---------------|------------|
| USD | District Name | Data as of |
| 308 | Hutchinson | 4/29/2022 |

| Expenditure ID | Eligibility Review Recommendation | Funding Stream | Function Name | Object Name | ESSER Allowable Use | Please describe the expenditures within the account and how they will address a COVID-19 need | Total Expenditures (\$) | Budgeted Expenditures in SFY 2021 (\$) | Budgeted Expenditures in SFY 2022 (\$) | Budgeted Expenditures in SFY 2023 (\$) | Budgeted Expenditures in SFY 2024 (\$) | Account Number | Notes |
|--------------------|-----------------------------------|-------------------|---------------|------------------------------|--|---|-------------------------|--|--|--|--|-----------------------------|--|
| 308-1-001-20220510 | Eligible | Direct Allocation | Instruction | Full-Time Certified Salaries | 16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff | K-12 Virtual School 2 additional FTE - CHANGE REQUEST: Increase FTE due to increased number of virtual students. Our goal was 60 students this year. We continue to gain and have recently exceeded 200 students in virtual school. | \$ 309,247 | \$ - | \$ 159,247 | \$ 150,000 | \$ - | 102-1000-00-1500-000-13-111 | Change Request: previously approved for \$100,000 in SFY 2022 and 2023. (original notes) From the districts narrative: USD 308 will use approximately \$2,341,000 for Student Academic Performance in the areas of Virtual School, 2 additional FTE, Accelus, Tutoring, Summer Programs, Staff Training for Leader in Me and additional instructional support. USD 308 will use approximately \$1,029,000 for Social/Emotional Support for Staff and Students, Additional Social Workers, Leader in Me and Staff Retention. |
| 308-1-002-20220510 | Eligible | Direct Allocation | Instruction | Supplies-Technology Related | 9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students | Accelus Start up Program - CHANGE REQUEST: Purchasing of educational technology to include Accelus, Fast Bridge, See Saw and Pear Deck to meet a variety of student needs across the district. | \$ 137,400 | \$ - | \$ 68,700 | \$ 68,700 | \$ - | 102-1000-00-1500-000-17-650 | Change Request: previously approved for \$100,000 in SFY 2022. (original notes) USD 308 has implemented several different learning environments (all students on site, hybrid, modified hybrid, and remote) during the 2021-2022 school year. We have lost numerous students to established virtual schools. Our district has had multiple remote students not completing assignments, not engaged, and failing. For example, 119 (36%) elementary remote learners have been repeatedly contacted for not making the expected academic growth. 38 of those 119 were not truant, but also not engaged. Another 79 of the 119 received the first truancy letter. 12 of those 79 received the second, and three students actually had truancy filed on them. Pertaining to reading as measured by i-Ready from Fall to Winter, our students (26%-tier 3, 36%-tier 2, 38%-tier 1) met 65% of their overall end of the year goal in 2019-2020 as compared to 48% (students... 32%-tier 3, 34%-tier 2, 34%-tier 1) in 2020-2021. In i-Ready math, our students (19%-tier 3, 48%-tier 2, 33%-tier 1) met 58% of their overall end of the year goal in 2019-2020 as compared to 48% (students... 27%-tier 3, 46%-tier 2, 27%-tier 1) in 2020-2021. We currently have a much higher percentage of students failing as compared to the spring of 2020, especially within grades 7-12. For example, 7-12 ELL students decreased failing grades by 27.2% from the 2nd trimester (hybrid model) to 3rd trimester (all students onsite). This is significant because it shows that during hybrid, our ELLs were failing at a higher rate than once we returned full time face to face. |

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|--------------------|----------|-------------------|--------------------------------|------------------------------|--|---|------------|-----------|------------|------------|------|-----------------------------|---|
| 308-1-003-20220510 | Eligible | Direct Allocation | Instruction | Full-Time Certified Salaries | 11A. Planning and implementing summer learning or enrichment programs | K-12 Tutoring and K-12 Summer Program - CHANGE REQUEST: We need to increase the summer school budget due to much greater participation than anticipated and partnering with Boys and | \$ 575,000 | \$ - | \$ 375,000 | \$ 200,000 | \$ - | 102-1000-00-1500-248-13-111 | Change Request: previously approved for \$300,000 in SFY 2022 and 2023. |
| 308-1-004-20220510 | Eligible | Direct Allocation | Support Services - Instruction | Full-Time Certified Salaries | 12. Addressing learning loss among students, including vulnerable populations | Develop and Implement procedures to improve preparedness of students to hire additional instructional support for students \$135,000 per elementary school. - CHANGE REQUEST: Splitting this amount between certified and non-certified salaries. | \$ 600,000 | \$ - | \$ 600,000 | \$ - | \$ - | 102-2200-00-1500-000-13-111 | Change Request: previously approved for \$934,474 in SFY 2022 and \$615,473 SFY 2023. |
| 308-1-005-20220510 | Eligible | Direct Allocation | Instruction | Full-Time Certified Salaries | 16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff | Premium Pay - CHANGE REQUEST: Would like to reduce the amount for certified staff (1 time \$750 stipend) and add premium pay for non-certified (1 time \$500 stipend) below. | \$ 375,200 | \$ - | \$ 375,200 | \$ - | \$ - | 102-1000-00-1500-000-13-111 | New Line Item |
| 308-1-006-20220510 | Eligible | Direct Allocation | Social Work Services | Full-Time Certified Salaries | 10. Providing mental health services and supports | Additional Social Worker | \$ 140,000 | \$ 70,000 | \$ 70,000 | \$ - | \$ - | 102-2113-00-1500-000-13-111 | Approved at the 7/13/2021 State Board Meeting. USD 308 will use approximately \$1,029,000 for Social/Emotional Support for Staff and Students, Additional Social Workers, Leader in Me and Staff Retention. |

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|--------------------|----------|-------------------|--------------------------|----------------------------------|--|---|------------|------------|------------|-----------|------|-----------------------------|---|
| 308-1-007-20220510 | Eligible | Direct Allocation | Maintenance of Buildings | Other Equipment | 13. School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs | Ionization Modules - CHANGE REQUEST: Adjusted amount based on actual cost. We would like to reallocate the difference. | \$ 371,000 | \$ 371,000 | \$ - | \$ - | \$ - | 102-2620-00-1500-000-19-739 | Change Request: previously approved for \$430,000 SFY 2021. Allowable if CDC guidelines are met |
| 308-1-008-20220510 | Eligible | Direct Allocation | Instruction | Other Supplies and Materials | 10. Providing mental health services and supports | Leader in Me books and supplies - CHANGE REQUEST: Adjusted amounts based on actual cost of SEL curriculum and district membership. We do not anticipate needing to purchase as many supplies next year. | \$ 171,000 | \$ - | \$ 101,000 | \$ 70,000 | \$ - | 102-1000-00-1500-000-11-619 | Change Request: previously approved for \$103,000 SFY 2022, 2023 and 2024. USD 308 will use approximately \$1,029,000 for Social/Emotional Support for Staff and Students, Additional Social Workers, Leader in Me and Staff Retention. |
| 308-1-009-20220510 | Eligible | Direct Allocation | Instruction | Other Supplies and Materials | 11A. Planning and implementing summer learning or enrichment programs | CHANGE/NEW ITEM: Supplies for summer school program. Need supply line for tracking and reporting. | \$ 60,000 | \$ - | \$ 40,000 | \$ 20,000 | \$ - | 102 1000 00 1500 000 12 619 | New Line Item; Applicant responded via email: Curriculum materials and supplies will be purchased for the learning activities planned during summer school. Our summer school is specifically targeting students with a deficit in reading skills. Students were identified for summer school through i-Ready and other academic data. |
| 308-1-010-20220510 | Eligible | Direct Allocation | Instruction | Full-Time Non-Certified Salaries | 11A. Planning and implementing summer learning or enrichment programs | CHANGE/NEW ITEM: Non-certified staff for summer school program. Need non-certified line for tracking and reporting. | \$ 120,000 | \$ - | \$ 90,000 | \$ 30,000 | \$ - | 102 1000 00 1500 248 13 121 | New Line Item; Applicant responded via email: Summer 2021 - We used 48-51 non-licensed positions during our summer school program. We provided summer school M-Th for 3 weeks in June and 3 weeks in July. We served over 600 students in our 6-week summer school program in 2021. Summer 2022 - We will use approximately 30-35 non-licensed staff to help run our summer school program. |

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|--------------------|----------|-------------------|-----------------|---|---|---|------------|------|------------|-----------|------|-----------------------------------|---|
| 308-1-011-20220510 | Eligible | Direct Allocation | Instruction | Other Miscellaneous Expenditures | 11A. Planning and implementing summer learning or enrichment programs | CHANGE/NEW ITEM: Coordinating summer learning opportunities with Boys and Girls Club to increase the number of students we were able to target for academic skills. | \$ 73,000 | \$ - | \$ 73,000 | \$ - | \$ - | 102 1000 00 1500 000 12 890 | New Line Item; Applicant responded via email: We partnered with Boys & Girls Club to lower the staff to pupil ratio so we could provide targeted, small group instruction to our most at-risk population. We also partnered with Boys & Girls to provide transportation for students to summer school and then to the Boys & Girls Club location after summer school. We provided transportation from each neighborhood school to the summer school sites. |
| 308-1-012-20220510 | Eligible | Direct Allocation | Health Services | Other Supplies and Materials | 15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities | NEW ITEM: Purchase health supplies such as masks, gloves and thermometer probes needed due to increased health and safety measures. | \$ 40,000 | \$ - | \$ 40,000 | \$ - | \$ - | 102 2130 00 1500 000 29 619 | New Line Item |
| 308-1-013-20220510 | Eligible | Direct Allocation | Instruction | Temporary Certified Substitute Salaries for Certified Staff | 3. Providing principals and other school leaders with resources to address individual school needs | NEW ITEM: One permanent sub for each building to help cover the increased staff shortage due to COVID. | \$ 100,000 | \$ - | \$ 100,000 | \$ - | \$ - | 102 1000 00 1500 000 13 115 | New Line Item; Applicant responded via email: We hired 1 permanent building sub for each elementary building during the 2021-22 school year, so this was 7 sub positions. That staff member was used to cover classrooms of staff out for COVID first, since those were often multiple day vacancies. If not needed to cover a COVID absence, the sub was the first to cover any other vacancy in the building. Using these subs to cover COVID absences helped provide continuity for our at-risk populations who benefit from routines. |
| 308-1-014-20220510 | Eligible | Direct Allocation | Instruction | Full-Time Non-Certified Salaries | 16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff | NEW ITEM: Premium Pay for non-certified staff (1 time stipend of \$500). Previously we only included certified staff. | \$ 248,000 | \$ - | \$ 248,000 | \$ - | \$ - | 102 1000 00 1500 00 13 121 | New Line Item; Applicant responded via email: This premium pay was for non-licensed staff members. All non-licensed staff that were employed on 10-15-2021, received a \$500 premium payment for retention. 457 non-licensed staff received premium pay. This amount also includes FICA, SS, etc. for approximately \$20,000. |
| 308-1-015-20220510 | Eligible | Direct Allocation | Instruction | Additional Compensation | 3. Providing principals and other school leaders with resources to address individual school needs | NEW ITEM: Provide a 1 time signing bonus to help recruit and hire staff in hard-to-fill positions. | \$ 35,000 | \$ - | \$ 17,000 | \$ 18,000 | \$ - | 102 1000 00 1500 000 13 150 | New Line Item; Applicant responded via email: This premium payment is a one-time amount used to recruit new staff for hard-to-fill positions. In the fall of 2021, 3 new staff members were paid \$2,000 each. Each staff member filled a hard-to-fill position. If needed to recruit for hard-to-fill positions in the fall of 2022, we plan to pay a \$2,000 payment to new staff. |

| | | | | | | | | | | | | | |
|--------------------|----------|-------------------|--------------------------------------|----------------------------------|---|---|------------|----------|------------|------|------|-----------------------------------|--|
| 308-1-016-20220510 | Eligible | Direct Allocation | Instruction | Full-Time Certified Salaries | 11B. Planning and implementing supplemental after-school programs | CHANGE/NEW ITEM: Provide after-school tutoring for students. | \$ 21,000 | \$ - | \$ 21,000 | \$ - | \$ - | 102 1000 00 1500 224 13 111 | New Line Item; Applicant responded via email: Tutoring was provided for middle school and high school students directly after school. Students that have fallen behind during COVID related absences utilize this extra assistance to catch up. The 2 middle schools each provided tutoring 2 days a week for an hour right after school. Approximately 20 different staff members rotate through our tutoring programs throughout the year. The number of staff available each day ranges from 2-6 at each site. |
| 308-1-017-20220510 | Eligible | Direct Allocation | Special Area Administration Services | Full-Time Certified Salaries | 15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities | NEW ITEM: Staff planning for safe operation of school facilities due to COVID concerns. | \$ 3,100 | \$ 3,100 | \$ - | \$ - | \$ - | 102 2330 00 1500 000 11 111 | New Line Item; Applicant responded via email: This expenditure was to pay administrative staff that were off contract during the summer months for working on a safe return to school plan. Staff that were not on contract, turned in an hourly timesheet for this time. |
| 308-1-018-20220510 | Eligible | Direct Allocation | Instruction | Full-Time Non-Certified Salaries | 12. Addressing learning loss among students, including vulnerable populations | CHANGE/NEW ITEM: Develop and Implement procedures to improve preparedness of students to hire additional instructional support for students \$135,000 per elementary school x 7 buildings. We also increased reading support at the secondary level. We need a non-certified line for tracking and reporting. | \$ 400,000 | \$ - | \$ 400,000 | \$ - | \$ - | 102 1000 00 1500 000 13 121 | New Line Item; Applicant responded via email: Each building could hire additional instructional support up to \$135,000 per building. This could be a combination of licensed and non-licensed staff. Each building decided what would best meet their needs. Our original application had this item listed under licensed staff and it was approved. We would like to update this to reflect the combination of licensed and non-licensed staff used for instructional support. We currently have 13 non-licensed staff hired for additional instructional support. The other part of the \$135,000 per building amount is included in the application under licensed salaries. The total amount has been adjusted slightly due to higher than anticipated salaries of some of the more experienced licensed staff hired. |

Kansas CommonApp (2020)

2187-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)



deoLPnRz

310_Fairfield_ESSER II_Change

Applicant details

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

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

Select an Applicant Type | Licensed Child Care Provider

Applicant / Entity Name | Fairfield USD #310 Daycare

Applicant / Mailing Address

Betsy McKinney
16115 S. Langdon Rd.
Langdon, KS 67583

Applicant / First and Last Name of Owner, CEO, or Executive Director | Betsy McKinney

Applicant / Email Address of Owner, CEO, or Executive Director | bmckinney@usd310.org

Applicant / Phone Number | 620-596-2152

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) | 48-0720350

Applicant / Website Address (if applicable) | www.usd310.org

Applicant / Child Care Licensing
Number (if applicable)

| 0077353-005

Applicant / Mission Statement (if applicable)

To provide high quality, developmentally appropriate child care for preschool children with a focus on the individual child's age and ability to stimulate social, cognitive, physical and emotional growth.

To provide a safe, nurturing and recreational environment for school age children displaced by school changes due to the pandemic..

Application details

Full District Name | Faireld Schools

District Number | 310

Mailing Address | Street Address | 15116 S. Langdon Rd.

Mailing | City | Langdon

Mailing Address | Zip Code | 67583

Authorized Representative of the District | Name | Betsy L. McKinney

Authorized Representative of the District | Position or Title | Superintendent

Authorized Representative of the District | Email Address | bmckinney@usd310.org

Authorized Representative of the District | Phone Number | +16205962020

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 hit our district and impacted us in several ways. First and foremost, for the first time in eight years, our K-3 reading scores fell dramatically. The pandemic stopped our MTSS groupings and it ended our After School Program that focused on students who were reading behind grade level. Science scores fell as well, for all levels. We are a high-poverty, high At-Risk district, and our parents felt a financial squeeze more than ever. This led to more students living in poverty who only get to eat at school. We also had more foster children this year than we have had in the past. More of our students are going to therapy on campus. We had to totally change our cleaning chemicals and methods to that of a new, approved COVID-19 protocol. Technologically we needed more devices for students and more internet capability. .

CHANGE: I am submitting this change order because we had money left over after our summer mental health program ended. We did not use all of the \$5,000 set aside because Horizon's Mental Health Center did not charge us extra to do summer therapy visits. We also overspent on the "learning loss" area by a total of \$15.89 compared to the original allocation;

this is Reason #12. WE did not allocate enough money for Reason 15 and are currently \$634.27 short there from the original allocation. In essence, we are not adding any new areas of expenses but just transferring extra funding where it is needed.

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

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

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

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

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

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

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

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

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

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

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

Providing mental health services and supports.

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

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

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

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

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

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

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

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

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

Our plan to use the ESSER II funds encompasses several areas. First, academically, we want to use the ESSER money to fund an innovative summer program for our K-12 students; this is to help them overcome areas where they have fallen behind. We have selected a new Reading Program for our K-6 that ties in more easily with the Kansas ELA standards and MTSS format than our former program. We also would like to purchase some STEM materials for our middle and high school students to use to in part help them overcome the losses from this year. We want to fund an After-School Program for K-6 for next year for those who are behind grade level in reading or math. We also would bring our district up to where we need to be technologically, with a device for every student that has both a camera and a microphone (in case we zoom again if the pandemic returns.) We need to purchase many laptops and also need to work on our district connectivity and the internet availability to our six small towns. This was a real problem when we were remote, as in the spring of 2020. We are also asking for money to fund the paraprofessional and full-time sub for the last 1.5 months of the 20-21 school year. They were hired only because of COVID-19. We also want to continue to fund an extra custodian because it takes one to do our COVID Protocol. We want to extend our MHIT counseling on campus into the summer as well! Finally, we would like to have funds to provide employees who worked extra hours (with documentation) a \$500 stipend to help compensate some of their extra time and also the use of their home internet service.

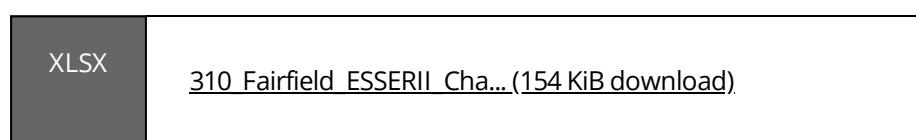
How will the district determine the impact of its ESSER II direct district allocation expenditures (and additional per-student allocation, if applicable) on students?

Academically, we will be able to see clearly from data comparisons to previous years. Technology wise, we will be able to compare future surveys of students and staff to past surveys. We will also be a 1-to-1 district after purchasing more devices. We would use our social-emotional measure to see if the extra counseling/therapy in the summer translates over to fewer discipline issues or DCF/law enforcement referrals in the fall. Check sheets for our COVID Protocol of cleaning will show what work has been completed daily over the time period. The Summer Academy students will be followed academically to see the long-term impact upon their grades and credit recovery.

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

| Betsy L. McKinney

Date

| 10/04/2021

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

| | | |
|-----|-----------|------------|
| USD | District | Data as of |
| 310 | Fairfield | 4/11/2022 |

| Expenditure ID | Eligibility Review Recommendation | Funding Stream | Function Name | Object Name | ESSER Allowable Use | Please describe the expenditures within the account and how they will address a COVID-19 need | Total Expenditures (\$) | Budgeted Expenditures in SFY 2021 (\$) | Budgeted Expenditures in SFY 2022 (\$) | Budgeted Expenditures in SFY 2023 (\$) | Budgeted Expenditures in SFY 2024 (\$) | Account Number | Notes |
|--------------------|-----------------------------------|-------------------|----------------------------------|--------------------------------|---|--|-------------------------|--|--|--|--|-------------------|---|
| 310-1-001-20220510 | Eligible | Direct Allocation | Instruction | Regular Certified Salaries | 11A. Planning and implementing summer learning or enrichment programs | Fairfield Summer Academy 2021; pay instructors/tutors/drivers/mileage/supplies. This will target student needs. | \$ 51,391 | \$ 51,391 | \$ - | \$ - | \$ - | 21-1000-110-00-00 | Approved at 7/9/2021 State Board |
| 310-1-002-20220510 | Eligible | Direct Allocation | Operation & Maintenance of Plant | Supplies & Materials | 7. Purchasing supplies to sanitize and clean LEA and school facilities | Chemicals and cleaning supplies required in our Covid 19 protocol. | \$ 6,007 | \$ - | \$ 6,007 | \$ - | \$ - | 21-2600-600-00-00 | Approved at 5/11/2021 State Board Meeting |
| 310-1-003-20220510 | Eligible | Direct Allocation | Instruction | Regular Non-Certified Salaries | 11B. Planning and implementing supplemental after-school programs | After School Program for 2020-2021 for whole school year to target student needs of those in poverty, with disabilities, ESOL, homeless or foster children. | \$ 47,950 | \$ - | \$ 47,950 | \$ - | \$ - | 21-1000-120-00-00 | Approved at 5/11/2021 State Board Meeting |
| 310-1-004-20220510 | Eligible | Direct Allocation | Instruction | Regular Certified Salaries | 16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff | Continue to fund the full-time sub for the last 1.5 months of the 20-21 school year (many absences due to COVID or quarantine) | \$ 2,970 | \$ 2,970 | \$ - | \$ - | \$ - | 21-1000-110-00-00 | Approved at 5/11/2021 State Board Meeting |
| 310-1-005-20220510 | Eligible | Direct Allocation | Instruction | Regular Non-Certified Salaries | 15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities | Continue to fund the extra paraprofessional for the last 1.5 months of the 20-21 school year. She takes temperatures daily and helps At-Risk children for part of the day. | \$ 1,944 | \$ 1,944 | \$ - | \$ - | \$ - | 21-1000-120-00-00 | Approved at 5/11/2021 State Board Meeting |

| | | | | | | | | | | | | | |
|--------------------|----------|-------------------|----------------------------------|--------------------------------|--|---|-----------|----------|-----------|------|------|-------------------|---|
| 310-1-006-20220510 | Eligible | Direct Allocation | Operation & Maintenance of Plant | Regular Non-Certified Salaries | 3. Providing principals and other school leaders with resources to address individual school needs | Continue the extra custodial position to keep up with our COVID protocol of prevention. We have two part-time people whose hours equal one full time custodian. | \$ 1,440 | \$ 1,440 | \$ - | \$ - | \$ - | 21-2600-120-00-00 | Approved at 5/11/2021 State Board Meeting |
| 310-1-007-20220510 | Eligible | Direct Allocation | Operation & Maintenance of Plant | Regular Non-Certified Salaries | 3. Providing principals and other school leaders with resources to address individual school needs | This would be to continue to fund one extra custodial position to help prevent the further spread of the virus. This person cleans rooms daily as students leave for breaks. | \$ 20,966 | \$ - | \$ 20,966 | \$ - | \$ - | 21-2600-120-00-00 | Approved at 5/11/2021 State Board Meeting. 3/31/2022: Per applicant, changed request to cover \$632.27 overage. |
| 310-1-008-20220510 | Eligible | Direct Allocation | Instruction | Regular Certified Salaries | 10. Providing mental health services and supports | We want to extend our MHIT counseling program into June and July, something we've never done before. Our students can keep coming to campus to meet with their Horizon's therapist. This money is to cover the expenses of extending the program | \$ 1,678 | \$ 1,678 | \$ - | \$ - | \$ - | 21-1000-110-00-00 | Change Request: previously approved for \$5,000 SFY 2021 at the 5/11/2021 State Board |
| 310-1-009-20220510 | Eligible | Direct Allocation | Instruction-Related Technology | Supplies-Technology Related | 9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students | Our plan is to purchase educational technology including software, hardware, and more connectivity. We are currently short on student devices after the pandemic. This will enable learners from grade 3-12 to use the interactive Google Classroom platform. | \$ 70,000 | \$ - | \$ 70,000 | \$ - | \$ - | 21-2230-650-00-00 | Approved at 5/11/2021 State Board Meeting. |

| | | | | | | | | | | | | | |
|--------------------|----------|-------------------|--------------------|-------------------------|---|--|-----------|-----------|-----------|------|------|-------------------|--|
| 310-1-010-20220510 | Eligible | Direct Allocation | Instruction | Supplies & Materials | 12. Addressing learning loss among students, including vulnerable populations | For the first time in 8 years, our K-6 reading scores fell due in part to the fact that we could not host MTSS groups during the pandemic. We want to purchase a new, updated reading curriculum for K-6 that is based on the MTSS format to make instruction more seamless for our students. For the first time in 8 years, our K-6 reading scores fell due in part to the fact that we could not host MTSS groups during the pandemic. We want to purchase a new, updated reading curriculum for K-6 that is based on the MTSS format to make instruction more seamless for our students. We transferred in \$15.89 that was left over from mental health to zero out expenses for Reason #12. | \$ 20,016 | \$ - | \$ 20,016 | \$ - | \$ - | 21-1000-600-00-00 | Change Request: previously approved for \$20,000 SFY 2022 at the 5/11/2021 State Board |
| 310-1-011-20220510 | Eligible | Direct Allocation | Instruction | Supplies & Materials | 12. Addressing learning loss among students, including vulnerable populations | Our Science scores at FHS also fell this year and we want to address that by purchasing a STEM curriculum to address our weak areas. | \$ 7,160 | \$ - | \$ 7,160 | \$ - | \$ - | 21-1000-600-00-00 | Approved at 5/11/2021 State Board Meeting. |
| 310-1-012-20220510 | Eligible | Direct Allocation | Personnel Services | Additional Compensation | 15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities | \$500 premium pay to employees who can provide documentation of outside-of-contract time work to overcome challenges of pandemic. This would be paid to approximately 45 employees, but at this point that is a guess. Nobody would get premium pay without proper documentation. This would help encourage our staff to go above and beyond as the pandemic continues. Transferred in Transferring in \$3305.90 left over from mental health to cover \$634.27 shortage and also to go towards extra cafeteria tables from Virco to spread out elementary kids at mealtime in an extra area to eat. | \$ 26,440 | \$ 23,134 | \$ 3,306 | \$ - | \$ - | 21-2570-150-00-00 | Change Request: previously approved for \$22,500 SFY 2021 at the 5/11/2021 State Board |

Kansas CommonApp (2020)

2954-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)



JXBMGYgw

343_PerryLecompton_ESSERII Plan_Change_0405

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 343 Perry-Lecompton Public Schools |
| Applicant / Mailing Address | |
| 205 W. Bridge St. Perry, Ks 66073 | |
| Applicant / First and Last Name of Owner, CEO, or Executive Director | J.B. Elliott |
| Applicant / Email Address of Owner, CEO, or Executive Director | jelliott@usd343.org |
| Applicant / Phone Number | 7855975138 |

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) | 480699340 |
| Applicant / Website Address (if applicable) | www.usd343.net |

Application details

| | |
|---|----------------------|
| Full District Name | Perry Public Schools |
| District Number | 343 |
| Mailing Address Street Address | 205 W. Bridge Street |
| Mailing City | Perry |
| Mailing Address Zip Code | 66073 |
| Authorized Representative of the District Name | J.B. Elliott |
| Authorized Representative of the District Position or Title | Superintendent |
| Authorized Representative of the District Email Address | jelliott@usd343.org |
| Authorized Representative of the District Phone Number | +17855975138 |
| Would you like to additional district representatives to the application? | No |

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

This submission is a merger of our previously submitted applications. I was told I need to merge all of our applications into one. Here is the suppose from the most recent application. COVID-19 has negatively impacted students in all demographic categories of our school system. This includes all age groups ranging from our Daycare/PreK programs to our Seniors, for a total of 785 students. The biggest concern is the loss of instructional time due to the effects of COVID during the past two years.

Another area of concern is the turnover rate in staff members. At the conclusion of the 2020-21 school year, 39% (9 out of 23) of our high school staff left their position. We believe this will have a negative impact on learning as well.

| | |
|---|----|
| 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.

Previously submitted: During the 2020-21 school year, we added programs to help with the deficiencies discovered. Programs included Really Great Reading at the elementary level. We have also added several screeners to assist in the identification process of academic and social-emotional needs. Online platforms have been used to connect with students during times in which online learning was required. In one situation at the elementary level, we had to add a section to ensure that we could meet the county requirements related to social distancing in the classroom.

This summer, we plan to focus our efforts on addressing the academic deficiencies our students have realized. Our summer program will be called the "Academic Recovery Program" and will serve identified students in grades K-12. K-8 students scoring below grade level on local and State Assessments are eligible for the Academic Recovery Program. 9-12 students who have fallen behind in graduation progress have been identified as eligible for the summer program. The summer session will begin on Tuesday, July 6th, with a full school day (8:30 – 3:30) three days per week (Tuesday, Wednesday, and Thursday). This

schedule will be maintained for four weeks, ending on July 29th. The schedule allows students a five-week break after the normal school year ends in May and a two-week break before the next school year begins in August. Door-to-door transportation will be made available for all students who need it. : Our food service program will be fully operational, offering breakfast and lunch to all students attending the summer program. Additionally, meals will be available to all students in the community due to the Seamless Summer Food Service program we are currently offering.

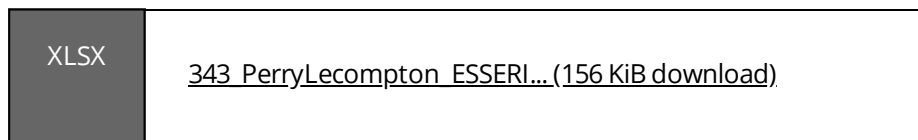
How will the district determine the impact of its ESSER II direct district allocation expenditures (and additional per-student allocation, if applicable) on students?

The most efficient way of determining impact will be to monitor our local assessments and screening reports. We also hope to see a decrease in social-emotional referrals and an increase in graduation rates.

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 | J.B. Elliott

Date | 04/05/2022

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

| | | |
|-----|-----------------|------------|
| USD | District Name | Data as of |
| 343 | Perry Public Sc | 4/26/2022 |

| Expenditure ID | Eligibility Recommendation | Funding Stream | Function Name | Object Name | ESSER Allowable Use | Please describe the expenditures within the account and how they will address a COVID-19 need | Total Expenditures (\$) | Budgeted Expenditures in SFY 2021 (\$) | Budgeted Expenditures in SFY 2022 (\$) | Budgeted Expenditures in SFY 2023 (\$) | Budgeted Expenditures in SFY 2024 (\$) | Account Number | Notes |
|--------------------|----------------------------|-------------------|---------------|---|--|--|-------------------------|--|--|--|--|----------------|--|
| 343-1-001-20220510 | Eligible | Direct Allocation | Instruction | Purchased Professional & Technical Services | 12. Addressing learning loss among students, including vulnerable populations | CHANGE REQUEST: (Budget already closed for 2020-21 amount.). AIMSWeb Plus - used by K-5 staff in 2020-21 to identify struggling students related to loss of instruction time. We use this K-12 beginning in the 21-22 school year. | \$ 4,706 | \$ - | \$ 4,706 | \$ - | \$ - | 96260 | Approved at the 6/9/2021 State Board Meeting |
| 343-1-002-20220510 | Eligible | Direct Allocation | Instruction | Purchased Professional & Technical Services | 12. Addressing learning loss among students, including vulnerable populations | CHANGE REQUEST: (Budget already closed for '20-'21 amount.) Really Great Reading Program: Intervention and monitoring program for students in grade K-4 | \$ 8,775 | \$ - | \$ 8,775 | \$ - | \$ - | 96260 | Approved at the 6/9/2021 State Board Meeting |
| 343-1-003-20220510 | Eligible | Direct Allocation | Instruction | Purchased Professional & Technical Services | 9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students | CHANGE REQUEST: PowerSchool Learn Platform - This allowed 3-12 grade teachers to post assignments, assessments, and projects on-line. (Similar to Blackboard.). This will transition to Schoology with PowerSchool continueing as the provider in the 2021-22 school year. | \$ 4,000 | \$ - | \$ 4,000 | \$ - | \$ - | 96260 | Approved at the 6/9/2021 State Board Meeting |
| 343-1-004-20220510 | Eligible | Direct Allocation | Instruction | Purchased Professional & Technical Services | 12. Addressing learning loss among students, including vulnerable populations | NWEA - MAP Assessment Tool. We had planned to drop this, but want to continue if covered by ESSER II | \$ 8,238 | \$ - | \$ 8,238 | \$ - | \$ - | 96260 | Approved at the 6/9/2021 State Board Meeting |

| | | | | | | | | | | | | | |
|--------------------|----------|-------------------|-----------------------|--------------------------------|---|---|-----------|-----------|-----------|------|------|-------|--|
| 343-1-005-20220510 | Eligible | Direct Allocation | Other Health Services | Regular Non-Certified Salaries | 15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities | CHANGE REQUEST: (The original amount did not include a health benefit for a full-time employee or the total days for the contract year of 214). Pay Rate: \$15, 8 Hour per day position Daily rate: \$120, Days in contract: 214 Contract amount:\$25,680, FICA Amount (7.65%): \$1,964.52, Health Benefit amount: \$6,548, Total Amount per year: \$34,192.52 | \$ 22,280 | \$ 5,184 | \$ 17,096 | \$ - | \$ - | 96120 | Approved at 2/15/2022 State Board Meeting |
| 343-1-006-20220510 | Eligible | Direct Allocation | Instruction | Regular Certified Salaries | 1A. Any activity authorized by the Elementary and Secondary Education Act of 1965. | Added a 2nd Grade Teacher in order to meet Social Distancing requirements. Started with 2 sections (23+22) and ended with 3 sections of 15 to meeting requirement. Total amount includes salary and FICA. | \$ 43,956 | \$ 43,956 | \$ - | \$ - | \$ - | 14600 | Approved at the 6/9/2021 State Board Meeting |
| 343-1-007-20220510 | Eligible | Direct Allocation | Instruction | Regular Certified Salaries | 15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities | Total Sub Teacher Pay and lost Salaries due to quarantine and isolation required by COVID-19 situations. This includes classified and certified staff. | \$ 25,204 | \$ 25,204 | \$ - | \$ - | \$ - | 12200 | Approved at the 6/9/2021 State Board Meeting |
| 343-1-008-20220510 | Eligible | Direct Allocation | Instruction | Regular Non-Certified Salaries | 9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students | CHANGE REQUEST: (Fewer hours worked than budgeted for.). Tech Assistants/Workers for Summer configuration of iPads for 21-22 year and inspection/repair of items for the 20-21 year. Work to be completed in June '21 and July '21 | \$ 828 | \$ 414 | \$ 414 | \$ - | \$ - | 96135 | Approved at the 6/9/2021 State Board Meeting |
| 343-1-009-20220510 | Eligible | Direct Allocation | Instruction | Regular Certified Salaries | 12. Addressing learning loss among students, including vulnerable populations | CHANCE REQUEST: (lower rate than budgeted for.). July '21 Summer School: 11 Teachers for K-12 - Avg rate at USD 343 Teir pay is \$34.04/hr, plus FICA | \$ 40,979 | \$ - | \$ 40,979 | \$ - | \$ - | 96100 | Approved at the 6/9/2021 State Board Meeting |

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|--------------------|----------|-------------------|---|--------------------------------|---|---|-----------|------|-----------|------|------|-------|--|
| 343-1-010-20220510 | Eligible | Direct Allocation | Instruction | Regular Non-Certified Salaries | 12. Addressing learning loss among students, including vulnerable populations | CHANGE REQUEST: (lower than budget.). July '21 Summer School: 8 Paras for K-12 - USD 343 summer pay rate is \$14.06/hr, plus FICA | \$ 11,508 | \$ - | \$ 11,508 | \$ - | \$ - | 96110 | Approved at the 6/9/2021 State Board Meeting |
| 343-1-011-20220510 | Eligible | Direct Allocation | Vehicle Operation | Regular Non-Certified Salaries | 12. Addressing learning loss among students, including vulnerable populations | CHANGE REQUEST: (Lower than budget.). July '21 Summer School: 4 Bus Drivers for K-12 - USD 343 summer pay rate is \$16.25/hr, plus FICA | \$ 2,730 | \$ - | \$ 2,730 | \$ - | \$ - | 96130 | Approved at the 6/9/2021 State Board Meeting |
| 343-1-012-20220510 | Eligible | Direct Allocation | Support Services - General Administration | Regular Non-Certified Salaries | 12. Addressing learning loss among students, including vulnerable populations | CHANGE REQUEST: (Lower than expected.). July '21 Summer School: 1 office secretary for K-12 - USD 343 summer pay rate is \$14.06/hr, plus FICA | \$ 1,127 | \$ - | \$ 1,127 | \$ - | \$ - | 96060 | Approved at the 6/9/2021 State Board Meeting |
| 343-1-013-20220510 | Eligible | Direct Allocation | Operation & Maintenance of Plant | Regular Non-Certified Salaries | 12. Addressing learning loss among students, including vulnerable populations | CHANGE REQUEST: (Had to use a service instead of an employee.). July '21 Summer School: 1 custodian for K-12 - USD 343 summer pay rate is \$13.50/hr, plus FICA | \$ 2,100 | \$ - | \$ 2,100 | \$ - | \$ - | 96050 | Approved at the 6/9/2021 State Board Meeting |
| 343-1-014-20220510 | Eligible | Direct Allocation | Support Services - School Administration | Regular Certified Salaries | 12. Addressing learning loss among students, including vulnerable populations | CHANGE REQUEST: (Higher than budget.). July '21 Summer School: 1 admin for K-12 - USD 343 summer pay rate is \$55/hr, plus FICA | \$ 7,105 | \$ - | \$ 7,105 | \$ - | \$ - | 96070 | Approved at the 6/9/2021 State Board Meeting |
| 343-1-015-20220510 | Eligible | Direct Allocation | Vehicle Operation | Gasoline | 12. Addressing learning loss among students, including vulnerable populations | CHANGE REQUEST: (Lower than budget.). July '21 Summer School: Fuel for summer bus routes. Estimated at \$3.10/gal and using 12.5 gal daily x 4 buses. | \$ 255 | \$ - | \$ 255 | \$ - | \$ - | 96160 | Approved at the 6/9/2021 State Board Meeting |
| 343-1-016-20220510 | Eligible | Direct Allocation | Food Services Operations | Regular Non-Certified Salaries | 12. Addressing learning loss among students, including vulnerable populations | CHANGE REQUEST: (Used food service complany.). July '21 Summer School: food service workers for K-12 - USD 343 summer pay rate is \$14.06, plus FICA | \$ 3,511 | \$ - | \$ 3,511 | \$ - | \$ - | 96080 | Approved at the 6/9/2021 State Board Meeting |

| | | | | | | | | | | | | | |
|--------------------|----------|-------------------|----------------------------------|---|--|---|-----------|-----------|----------|------|------|-------|--|
| 343-1-017-20220510 | Eligible | Direct Allocation | Instruction | Purchased Professional & Technical Services | 12. Addressing learning loss among students, including vulnerable populations | CHANGE REQUEST: (Higher than budget.). July '21 Summer School: Field Trip Fees - admission. Figured at \$5 per student with 125 students participating. | \$ 2,778 | \$ - | \$ 2,778 | \$ - | \$ - | 96150 | Approved at the 6/9/2021 State Board Meeting |
| 343-1-018-20220510 | Eligible | Direct Allocation | Instruction | General Supplies and Materials (includes computer software) | 12. Addressing learning loss among students, including vulnerable populations | CHANGE REQUEST: (Lower than budget.). July '21 Summer School: Classroom supplies. Figured at \$150 at 12 classrooms | \$ 310 | \$ - | \$ 310 | \$ - | \$ - | 96340 | Approved at the 6/9/2021 State Board Meeting |
| 343-1-019-20220510 | Eligible | Direct Allocation | Operation & Maintenance of Plant | Electricity | 12. Addressing learning loss among students, including vulnerable populations | CHANGE REQUEST: (Lower than budget.) Additional cost for Utilities for summer school program. Estimated at \$2,000 for the month of July. | \$ 1,803 | \$ - | \$ 1,803 | \$ - | \$ - | 96400 | Approved at the 6/9/2021 State Board Meeting |
| 343-1-020-20220510 | Eligible | Direct Allocation | Instruction | Regular Certified Salaries | 16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff | We added two staff members to help coordinate with classroom teachers, counselors, social workers, and administrators to ensure a higher level of student success. Salaries of these two staff members were paid with SPARK funding, which ended in December of 2020. I would like to use ESSER II funds to cover the salary for these two teachers for through the end of the 20-21 year.. (The last salary paid on Aug 20th payroll.) K-6 Staff 1: \$33,573.36 salary, \$2,685.87 FICA, \$3,798.08 insurance. (\$40,057.31). 7-12 Staff 1: \$18,935.00 salary, \$1,842.12 FICA, \$1,424.28 insurance. (\$22,201.40) | \$ 62,259 | \$ 62,259 | \$ - | \$ - | \$ - | 96095 | Approved at 2/12/2021 State Board Meeting - NOTE: Additional info from the district was provided - SPARK funding ended in December of 2020. However, our virtual students continued through the remainder of the school year. The \$62,258.71 is the cost of the remaining contract for the two full-time virtual school teachers. |

| | | | | | | | | | | | | | |
|--------------------|----------|-------------------|-------------|--------------------------------|--|--|-----------|------|-----------|------|------|-------|---|
| 343-1-021-20220510 | Eligible | Direct Allocation | Instruction | Regular Certified Salaries | 16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff | this request will focus on a financial incentive that will help with the retention of current employees. The incentive pay plan will be for two years, 2021-22 and 2022-23. Employees meeting the employment criteria would receive up to \$1,000 retention incentive pay per year to encourage their continued employment with USD 343. This payment would be for ONLY the first payment (12/20/21) | \$ 28,527 | \$ - | \$ 28,527 | \$ - | \$ - | 96095 | Approved at 2/12/2022 State Board Meeting |
| 343-1-022-20220510 | Eligible | Direct Allocation | Instruction | Regular Non-Certified Salaries | 16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff | this request will focus on a financial incentive that will help with the retention of current employees. The incentive pay plan will be for two years, 2021-22 and 2022-23. Employees meeting the employment criteria would receive up to \$1,000 retention incentive pay per year to encourage their continued employment with USD 343. This payment would be for ONLY the first payment (12/20/21) | \$ 22,068 | \$ - | \$ 22,068 | \$ - | \$ - | 96110 | Approved at 2/12/2022 State Board Meeting - Note: District provided additional information - Due to COVID, we our application pool is poor to non-existent. The superintendent position no longer has the time to search and recruit potential applicants for open positions due to the extra duties created by COVID. (Contact tracing, contacting parents of close contacts, updating guidelines of COVID, monitoring ESSER expenditures, COVID testing of employees and students, and monitoring COVID PPE supplies. This position will increase our job postings on social media platforms and online job boards. This position will also be responsible for better training and an understanding of employment expectations and responsibilities. This new position will also assist with tracking expenditures for ESSER and COVID. |

| | | | | | | | | | | | | | |
|--------------------|----------|-------------------|---|--------------------------------|--|--|-----------|------|-----------|------|------|-------|---|
| 343-1-023-20220510 | Eligible | Direct Allocation | Support Services - General Administration | Regular Non-Certified Salaries | 16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff | <p>Chang request: This position will increase our job postings on social media platforms and online job boards. After being hired, we will provide better training and an understanding of employment expectations and responsibilities. This new position will assist with tracking expenditures for ESSER and COVID. Reporting data for COVID will also be a job function. \$18/hr for 260 days, plus FICA and health benefit. (\$3,906/month) . The remaining amount for this item will be submitted for ESSER III.</p> | \$ 19,836 | \$ - | \$ 19,836 | \$ - | \$ - | 96126 | Change Request: Previously approved for \$16,043 SFY 2022 at 2/2/2022 State Board Meeting |
|--------------------|----------|-------------------|---|--------------------------------|--|--|-----------|------|-----------|------|------|-------|---|

Kansas CommonApp (2020)

2909-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)



gNdyZAWO

378 Riley County ESSER II Change

Applicant details

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

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

| | |
|---|--|
| Select an Applicant Type | Unified School District |
| Applicant / Entity Name | UNIFIED SCHOOL DIST NO 378 |
| Applicant / Mailing Address | PO Box 326; 204 W. Kansas Riley, KS 66531 |
| Applicant / First and Last Name of Owner, CEO, or Executive Director | Sandy Glessner |
| Applicant / Email Address of Owner, CEO, or Executive Director | sandyglessner@usd378.org |
| Applicant / Phone Number | 785-485-4000 |

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

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

Application details

| | |
|--------------------|------------------------------|
| Full District Name | Riley County School District |
| District Number | 378 |

| | |
|---|---------------------------|
| Mailing Address Street Address | PO Box 326; 204 W. Kansas |
| Mailing City | Riley |
| Mailing Address Zip Code | 66531 |
| Authorized Representative of the District Name | Cliff Williams |
| Authorized Representative of the District Position or Title | Superintendent |
| Authorized Representative of the District Email Address | cwilliams@usd378.org |
| Authorized Representative of the District Phone Number | +17854854000 |
| Would you like to additional district representatives to the application? | Yes |
| Other District Representative 1 Email Address | sandyglessner@usd378.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.

| Changes have been made to our original ESSER II application.

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

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

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

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

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

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

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

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

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

Providing mental health services and supports.

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

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

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

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

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

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

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

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

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

We made changes based on our student needs. Our After School Program has been beneficial for our students however our enrollment/participation has decreased due to spring activities. Therefore, we are reappportioning funds to support our staff for the extra services they are assisting with during this pandemic.

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

Our nurses continue to monitor our student and staff illness and/or absences that in turn validate our cleaning and disinfecting process. We continue to review our assessment data to determine how our students are progressing. We look for additional ways to assist the students to help them achieve grade level studies.

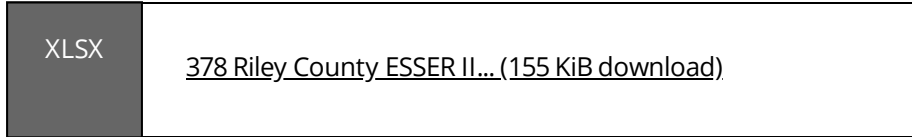
Notes on ESSER II application Excel template:

- Plans and budgets should be submitted for at least a 12 month period but do not need to account for the full duration of the program or the full allocation amount. Funds will remain accessible to the LEA until September 30, 2023 and there will be additional opportunities to submit further requests/plans in the future.
- Following ESSER II application approval and initiation of funds draw down, districts will be required to report to the Commissioner's Task Force on ESSER III expenditures and impact on a quarterly basis throughout the program. This ESSER III reporting will be required as a part of regular ESSER program reporting, which will capture past expenditures across

funding streams (ESSER I, ESSER I SPED, ESSER II, ESSER II SPED, ESSER II KSDE True Up Allocation). Districts may be asked to provide expenditures by fund, function, object, account, and ESSER II allowable use as part of ongoing ESSER reporting.

- This reporting will not replace any reporting required by the federal government. KSDE will work to maximize compatibility between its reporting requirements and those of the federal government as much as possible to minimize burden on districts.

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



Local Education Agency (LEA) Assurances

Section I. General Grant Assurances for Federal Funds

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

34 CFR §76.702 Fiscal control and fund accounting procedures.

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

accounting for Federal funds.

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

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

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

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

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

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

34 CFR §76.722 Subgrantee reporting requirements.

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

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

[72 FR 3703, Jan. 25, 2007]

34 CFR §76.730 Records related to grant funds.

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

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

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

(c) The total cost of the project;

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

(e) Other records to facilitate an effective audit.

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

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

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

34 CFR §76.731 Records related to compliance.

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

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

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

2 CFR Subpart D – Post Federal Award Requirements

§200.302 Financial management.

§200.303 Internal controls.

§200.305 Payment.

§200.313 Equipment.

§200.314 Supplies.

§200.318 General procurement standards.

§200.320 Methods of procurement to be followed;

2 CFR 200 Subpart E: Cost Principles:

§200.403 Factors affecting allowability of costs.

§200.404 Reasonable costs.

§200.405 Allocable costs.

§200.413 Direct costs.

§200.415 Required certifications.

§200.430 Compensation—personal services.

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

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

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

This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by Section 1352, Title

31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 for such failure.

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

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

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

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

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

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

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

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

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

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

Providing mental health services and supports.

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

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

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

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

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

practicable, continue to pay its employees and contractors during the period of any disruptions or closures related to coronavirus.

Certification

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

Electronic Signature | Cliff Williams

Date | 03/29/2022

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

| | | |
|-----|---------------|------------|
| USD | District Name | Data as of |
| 378 | Riley County | 4/11/2022 |

| Expenditure ID | Eligibility Review Recommendation | Funding Stream | Function Name | Object Name | ESSER Allowable Use | Please describe the expenditures within the account and how they will address a COVID-19 need | Total Expenditures (\$) | Budgeted Expenditures in SFY 2021 (\$) | Budgeted Expenditures in SFY 2022 (\$) | Budgeted Expenditures in SFY 2023 (\$) | Budgeted Expenditures in SFY 2024 (\$) | Account Number | Notes |
|--------------------|-----------------------------------|-------------------|----------------------------------|---|---|--|-------------------------|--|--|--|--|----------------|---|
| 378-1-001-20220510 | Eligible | Direct Allocation | Instruction | General Supplies and Materials (includes computer software) | 7. Purchasing supplies to sanitize and clean LEA and school facilities | Purchase supplies for students, staff and visitors (mask, hand sanitizer, wipes, etc); hand dryers | \$ 7,500 | \$ - | \$ 7,500 | \$ - | \$ - | 73250 | Approved at 7/9/2021 State Board |
| 378-1-002-20220510 | Eligible | Direct Allocation | Operation & Maintenance of Plant | Cleaning Services | 7. Purchasing supplies to sanitize and clean LEA and school facilities | Purchase supplies for our current equipment | \$ 7,500 | \$ - | \$ 7,500 | \$ - | \$ - | 73650 | Approved at the 8/10/2021 State Board Meeting |
| 378-1-003-20220510 | 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 | Hire an Extra Custodian to disinfect after other custodians clean; purchase supplies for our current equipment; purchase equipment | \$ 30,994 | \$ - | \$ 30,994 | \$ - | \$ - | 73100 | Approved at the 8/10/2021 State Board Meeting |
| 378-1-004-20220510 | Eligible | Direct Allocation | Instruction | Regular Certified Salaries | 11B. Planning and implementing supplemental after-school programs | Change - Before/After School Program; Jump Start with transportation; Summer School | \$ 48,500 | \$ - | \$ 48,500 | \$ - | \$ - | 73050 | Change Request: Previously approved for \$47,000 SFY 2022 |
| 378-1-005-20220510 | Eligible | Direct Allocation | Instruction | Regular Non-Certified Salaries | 11B. Planning and implementing supplemental after-school programs | Before/After School Program; Jump Start with transportation; Summer School | \$ 11,250 | \$ - | \$ 11,250 | \$ - | \$ - | 73100 | Approved at the 8/10/2021 State Board Meeting |

| | | | | | | | | | | | | | |
|--------------------|----------|-------------------|-------------------|---|--|---|-----------|------|-----------|------|------|-------|---|
| 378-1-006-20220510 | Eligible | Direct Allocation | Vehicle Operation | Regular Non-Certified Salaries | 11B. Planning and implementing supplemental after-school programs | Change - Before/After School Program; Jump Start with transportation; Summer School | \$ 14,000 | \$ - | \$ 14,000 | \$ - | \$ - | 73510 | Change Request: Previously approved for \$15,000 SFY 2022 |
| 378-1-007-20220510 | Eligible | Direct Allocation | Instruction | General Supplies and Materials (includes computer software) | 11B. Planning and implementing supplemental after-school programs | Change - Before/After School Program; Jump Start with transportation; Summer School | \$ 2,675 | \$ - | \$ 2,675 | \$ - | \$ - | 73300 | Change Request: Previously approved for \$5,000 SFY 2022 |
| 378-1-008-20220510 | Eligible | Direct Allocation | Instruction | General Supplies and Materials (includes computer software) | 12. Addressing learning loss among students, including vulnerable populations | Change - Purchase Professional Services for Research based staff development and materials | \$ 40,750 | \$ - | \$ 40,750 | \$ - | \$ - | 73300 | Change Request: Previously approved for \$20,750 SFY 2022 |
| 378-1-009-20220510 | Eligible | Direct Allocation | Vehicle Operation | Gasoline | 11B. Planning and implementing supplemental after-school programs | Change - Transportation vehicle gas | \$ 4,175 | \$ - | \$ 4,175 | \$ - | \$ - | 73610 | Change Request: Previously approved for \$5,000 SFY 2022 |
| 378-1-010-20220510 | Eligible | Direct Allocation | Instruction | Purchased Professional & Technical Services | 16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff | Change - USD 378 Riley County Public Schools, in a necessary effort to retain and recruit quality staff during the COVID 19 Pandemic, proposes using ESSER (II) funds to provide a reasonable, one-time \$1,000 Premium pay incentive for all staff for the 2021-2022 school year. Our staff including all teachers, para-professionals, counselors, health care, administration, office, nutrition, custodial, maintenance and transportation total 95. This premium pay incentive will be paid on May 27, 2022. | \$ 92,650 | \$ - | \$ 92,650 | \$ - | \$ - | 73200 | New Line Item |

Kansas CommonApp (2020)

2911-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)



AebqrQZI

396 Douglass ESSERII_Change_0330

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 | Douglass Unified School District No 396 |
| Applicant / Mailing Address | 921 E First St Douglass, KS 67039 |
| Applicant / First and Last Name of Owner, CEO, or Executive Director | LaChelle Prather |
| Applicant / Email Address of Owner, CEO, or Executive Director | lprather@usd396.net |
| Applicant / Phone Number | 316-747-3300 |

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) | 48-0698278 |
|--|------------|

Application details

| | |
|--------------------|-------------------------|
| Full District Name | Douglass Public Schools |
|--------------------|-------------------------|

| | | |
|---|--|----------------------|
| District Number | | 396 |
| Mailing Address Street Address | | 921 E First St |
| Mailing City | | Douglass |
| Mailing Address Zip Code | | 67039 |
| Authorized Representative of the District Name | | Robert Reynolds |
| Authorized Representative of the District Position or Title | | Superintendent |
| Authorized Representative of the District Email Address | | rreynolds@usd396.net |
| Authorized Representative of the District Phone Number | | +13167473300 |
| Would you like to additional district representatives to the application? | | Yes |
| Other District Representative 1 Email Address | | lprather@usd396.net |

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

The Douglass School District has been impacted by the Pandemic in multiple ways. Students have experienced learning loss due to short periods of remote learning. The pandemic has also created periods of isolation and family challenges which has caused social-emotional problems. Our focus for the past year has been to provide instructional support to our students to lessen the loss of learning. After reviewing our student classroom data, the district discovered that our tier-two and three students have been impacted the most and students have not progressed through the tiers as our data has shown in the past. This data has made it clear that we will need to provide more resources to overcome the learning loss and to strengthen the social/emotional support we provide to our youth.

| | | |
|---|--|----|
| 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.

Douglass is excited about the plan that has been established. Not only will the money bolster our MTSS programs in the elementary school, but it will allow us to emulate that same successful model at the high school and middle school. By adding MTSS coordinators/ interventionists for grade levels 6-12, we will have the support in place to review student data to provide and coordinate interventions with students. At the elementary we will be able to provide paraprofessionals to support our current MTSS coordinators/interventionists by providing one-on-one interventions with students in a safe, socially distanced environment. In addition we experienced a spike in our kindergarten enrollment. We attribute some of the cause being parents waiting a year to start kindergarten due to COVID. By adding an additional teacher we will be able to lower and balance our class sizes and better socially distance the students, creating a more safe and effective learning environment. Remaining funds are being planned to provide coverage for our classrooms whose instructors are unable to be there due to COVID related absences as well as additional social/emotional support to our students at both the primary and

secondary level by adding two certified positions to our counseling/social work. This will provide additional behavioral interventions and more one-on-one counseling sessions.

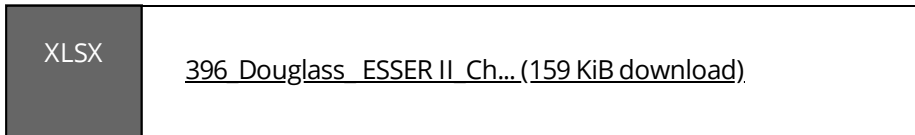
How will the district determine the impact of its ESSER II direct district allocation expenditures (and additional per-student allocation, if applicable) on students?

By implementing the proposed measures, Douglass School District will be able to quickly see the impact of the ESSER II expenditures due to the data we collect through our very successful MTSS program by not reinventing programs but rather just enhance what we know is already successful. The ESSER II funds will be a big boost to our efforts to correct the learning loss that some of our students have experienced. In addition, the proposed expenditures will enhance our learning systems by focusing on the overall learning of our students while taking pressure off of our classroom teachers, counselors and social worker. Some students come into the classrooms already at a level which makes it difficult for them or their peers to learn, social/emotional support will help our kids on personal and educational levels.

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.
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- 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)

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

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

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

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

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

34 CFR §76.702 Fiscal control and fund accounting procedures.

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

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

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

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

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

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

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

34 CFR §76.722 Subgrantee reporting requirements.

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

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

[72 FR 3703, Jan. 25, 2007]

34 CFR §76.730 Records related to grant funds.

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

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

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

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

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

34 CFR §76.731 Records related to compliance.

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

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

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

2 CFR Subpart D – Post Federal Award Requirements

§200.302 Financial management.

§200.303 Internal controls.

§200.305 Payment.
§200.313 Equipment.
§200.314 Supplies.
§200.318 General procurement standards.
§200.320 Methods of procurement to be followed;
2 CFR 200 Subpart E: Cost Principles:
§200.403 Factors affecting allowability of costs.
§200.404 Reasonable costs.
§200.405 Allocable costs.
§200.413 Direct costs.
§200.415 Required certifications.
§200.430 Compensation—personal services.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Providing mental health services and supports.

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

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

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

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

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

Certification

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

Electronic Signature | Robert Reynolds

Date | 03/30/2022

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

| | | |
|-----|---------------|------------|
| USD | District Name | Data as of |
| 396 | Douglass Pu | 4/29/2022 |

| Expenditure ID | Eligibility Review Recommendation | Funding Stream | Function Name | Object Name | ESSER Allowable Use | Please describe the expenditures within the account and how they will address a COVID-19 need | Total Expenditures (\$) | Budgeted Expenditures in SFY 2021 (\$) | Budgeted Expenditures in SFY 2022 (\$) | Budgeted Expenditures in SFY 2023 (\$) | Budgeted Expenditures in SFY 2024 (\$) | Account Number | Notes |
|--------------------|-----------------------------------|-------------------|---------------|----------------------------------|--|--|-------------------------|--|--|--|--|----------------|---|
| 396-1-001-20220510 | Eligible | Direct Allocation | Instruction | Full-Time Certified Salaries | 12. Addressing learning loss among students, including vulnerable populations | Currently, Federal (Title) Funds assist the district in providing MTSS support at the primary level in our elementary school. Due to the loss of instruction and pressure in learning environments, we are wanting to add a MTSS position to our MS/HS staff. This will provide additional support for both students and staff to ensure the time lost due to COVID school closures does not affect the students' success in the future. The MTSS coordinator will manage student data and implement intervention strategies for students not performing at grade level. (changed allocation from \$54,000 to \$58,182.91 3-29-22) | \$ 58,183 | \$ - | \$ 58,183 | \$ - | \$ - | 95 | Change Request: Previously approved for \$54,000 SFY 2021 |
| 396-1-002-20220510 | Eligible | Direct Allocation | Instruction | Full-Time Non-Certified Salaries | 3. Providing principals and other school leaders with resources to address individual school needs | Our current MTSS coordinators at the elementary school have had an increase in students who are eligible for specialized instruction. Due to learning loss and size precautions to remain safe with small cohort groups, the district will be hiring three (3) MTSS paraeducators to assist the certified staff members in continuing to provide this support. This will also give the district the ability to expand the program to reach students who were not receiving services due to the inability to provide adequate staff for the number of students. (Expense update 3-29-22) | \$ 43,531 | \$ - | \$ 28,324 | \$ 15,207 | \$ - | 95 | Change Request: Previously approved for \$30,100 SFY 2021 |

| | | | | | | | | | | | | | |
|--------------------|----------|-------------------|-------------|---|---|--|-----------|------|-----------|------|------|----|---|
| 396-1-003-20220510 | Eligible | Direct Allocation | Instruction | Full-Time Certified Salaries | 1A. Any activity authorized by the Elementary and Secondary Education Act of 1965. | Kindergarden roundup generated a high number of students coming into the 2021-22 school year. In response the distict is hiring a certified staff member to add an additional class to reduce the number of students/staff in each classroom, which increases the safety for students and staff as they are better able to socially-distance as a result of COVID-19. (expense update 3-29-22) | \$ 47,004 | \$ - | \$ 47,004 | \$ - | \$ - | 95 | Change Request: Previously approved for \$44,000 SFY 2021 |
| 396-1-004-20220510 | Eligible | Direct Allocation | Instruction | Full-Time Non-Certified Salaries | 1A. Any activity authorized by the Elementary and Secondary Education Act of 1965. | To reduce class size and assist in spreading out students, 2 paraeducators will be added to our fifth grade classrooms. (expense update 3-29-22) | \$ 13,176 | \$ - | \$ 13,176 | \$ - | \$ - | 95 | Change Request: Previously approved for \$15,000 SFY 2021 |
| 396-1-005-20220510 | Eligible | Direct Allocation | Instruction | Full-Time Substitute Salaries for Certified Staff | 15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities | Substitutes for teachers who are unable to provide instruction due to being positive or quarantined/excluded due to COVID-19 from the facilities. Douglass USD 396 will offer up to 10 days of COVID leave. The cost of \$56,000 covers the substitute cost to cover the classrooms that are affected. (expense update 3-29-22) | \$ 8,687 | \$ - | \$ 8,687 | \$ - | \$ - | 95 | Change Request: Previously approved for \$56,000 SFY 2021 |
| 396-1-006-20220510 | Eligible | Direct Allocation | Instruction | Full-Time Substitute Salaries for Certified Staff | 15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities | Due to COVID-19 related concerns, the district is unable to employ enough substitutes to cover classrooms. Our Elementary is most affected by this and has employed a building, long-term substitute to have come in every day that school is in session to cover any classroom that directly affected by COVID-19 absences. (expense update 3-29-22) | \$ 5,684 | \$ - | \$ 5,684 | \$ - | \$ - | 95 | Change Request: Previously approved for \$20,843 SFY 2021 |

| | | | | | | | | | | | | | |
|--------------------|----------|-------------------|-------------|------------------------------|---|--|-----------|------|------|-----------|------|----|---------------|
| 396-1-007-20220510 | Eligible | Direct Allocation | Instruction | Full-Time Certified Salaries | 10. Providing mental health services and supports | A licensed school social worker for Leonard Seal Elementary School to support students with social and emotional difficulties. Since the COVID-19 pandemic there has been a noticeable increase in the number of students who are experiencing anxiety and other social/emotional difficulties at school. An additional social worker will provide more, consistent counseling to both individual and small group sessions. They will also assist and support administration and teachers on behavioral intervention plans; a growing concern with the age groups taught at the primary level. (changed to beginning SFY 2023) | \$ 31,465 | \$ - | \$ - | \$ 31,465 | \$ - | 95 | New Line Item |
| 396-1-008-20220510 | Eligible | Direct Allocation | Instruction | Full-Time Certified Salaries | 10. Providing mental health services and supports | NEW ITEM- A licensed school social worker for MS/HS to support students with social and emotional difficulties. Since the COVID-19 pandemic there has been a noticeable increase in the number of students who are experiencing anxiety and other social/emotional difficulties at school. An additional social worker will provide more, consistent counseling to both individual and small group sessions. ESSER II plans had included this approved action for our primary level and we would like to further extend this ability to support students in this manner to our secondary levels. | \$ 47,709 | \$ - | \$ - | \$ 47,709 | \$ - | 95 | New Line Item |

Kansas CommonApp (2020)

2785-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)



bNKkayGE

Updated: 413 Chanute Public School_ESSER II PLAN_0630

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 | CHANUTE PUBLIC SCHOOLS USD 413 |
| Applicant / Mailing Address | 321 E MAIN STREET CHANUTE, KS 66720 |
| Applicant / Email Address of Owner, CEO, or Executive Director | adamsk@usd413.org |
| Applicant / Phone Number | 6204322500 |

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

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

Application details

| | |
|--------------------|------------------------|
| Full District Name | chanute public schools |
| District Number | 413 |

| | |
|---|-----------------------|
| Mailing Address Street Address | 321 E MAIN ST |
| Mailing City | CHANUTE |
| Mailing Address Zip Code | 66720 |
| Authorized Representative of the District Name | crystal treloggen |
| Authorized Representative of the District Position or Title | district receptionist |
| Authorized Representative of the District Email Address | treloggenc@usd413.org |
| Authorized Representative of the District Phone Number | +116204322500 |
| Would you like to additional district representatives to the application? | Yes |
| Other District Representative 1 Email Address | adamsk@usd413.org |
| Other District Representative 2 Email Address | koesterm@usd413.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.

| Please see attached spreadsheet

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.

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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.

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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.

| Please see attached spreadsheet

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

| Please see attached spreadsheet

Notes on ESSER II application Excel template:

- Plans and budgets should be submitted for at least a 12 month period but do not need to account for the full duration of the program or the full allocation amount. Funds will remain accessible to the LEA until September 30, 2023 and there will be additional opportunities to submit further requests/plans in the future.
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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.
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- 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]

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(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)

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

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

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

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

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

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

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

34 CFR §76.722 Subgrantee reporting requirements.

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

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

[72 FR 3703, Jan. 25, 2007]

34 CFR §76.730 Records related to grant funds.

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

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

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

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

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

34 CFR §76.731 Records related to compliance.

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

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

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

2 CFR Subpart D – Post Federal Award Requirements

§200.302 Financial management.

§200.303 Internal controls.

§200.305 Payment.

§200.313 Equipment.

§200.314 Supplies.

§200.318 General procurement standards.

§200.320 Methods of procurement to be followed;

2 CFR 200 Subpart E: Cost Principles:

§200.403 Factors affecting allowability of costs.

§200.404 Reasonable costs.

§200.405 Allocable costs.

§200.413 Direct costs.

§200.415 Required certifications.

§200.430 Compensation—personal services.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Providing mental health services and supports.

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

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

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

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

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

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

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

Certification

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

Electronic Signature | CRYSTAL TRELOGGEN

Date | 06/30/2021

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

| | | |
|-----|----------------|------------|
| USD | District Name | Data as of |
| 413 | Chanute Public | 4/21/2022 |

| Expenditure ID | Eligibility Recommendation | Funding Stream | Function Name | Object Name | ESSER Allowable Use | Please describe the expenditures within the account and how they will address a COVID-19 need | Total Expenditures (\$) | Budgeted Expenditures in SFY 2021 (\$) | Budgeted Expenditures in SFY 2022 (\$) | Budgeted Expenditures in SFY 2023 (\$) | Budgeted Expenditures in SFY 2024 (\$) | Account Number | Notes |
|--------------------|----------------------------|-------------------|----------------------------------|----------------------------|---|--|-------------------------|--|--|--|--|----------------|---|
| 413-1-001-20220510 | Eligible | Direct Allocation | Health Services | Regular Certified Salaries | 10. Providing mental health services and supports | Due to the lack of dedicated SECD structured time in school, we need to address social and emotional skills and curriculum implementation, both with students and staff. The teachers will learn to embed social emotional skills lessons in the general education setting. The lack of capacity to be able to teach social skills is creating classroom behaviors and truancy issues. To address this, we will be adding two coaches (counselors) - one at the Elementary School and one shared at the Middle and High School. Their focus will be to address students whose social and emotional needs were impacted by COVID. | \$ 244,000 | \$ 104,000 | \$ 140,000 | \$ - | \$ - | 99930 | Approved at 7/9/2021 State Board |
| 413-1-002-20220510 | Eligible | Direct Allocation | Health Services | Regular Certified Salaries | 10. Providing mental health services and supports | As a result of COVID, student mental health needs have increased from family stress and job loss. Our mental health liaison will offer therapy and access to mental health services to individual students through a structured referral process. This person will also serve as the liaison to the community mental health provider. This individual is qualified to provide services on-site directly to students which minimizes time out of the classroom. | \$ 140,000 | \$ 70,000 | \$ 70,000 | \$ - | \$ - | 99930 | Previously approved at the 9/14/2021 State Board Meeting. These people will impact 1822 students at the locations in which they will be housed. |
| 413-1-003-20220510 | Eligible | Direct Allocation | Health Services | Regular Certified Salaries | 15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities | We learned through the pandemic that not having a nurse on staff at all times negatively effects student health and safety. Secretaries and school personnel do not provide the same level of expertise needed to properly evaluate students for sickness related to COVID. As we continue to address student health and safety related to COVID, substitute nurses are an important piece to ensuring that there is a healthcare expert in our all of our buidings at all times. | \$ 90,000 | \$ 45,000 | \$ 45,000 | \$ - | \$ - | 99930 | Previously approved at the 9/14/2021 State Board Meeting. |
| 413-1-004-20220510 | Eligible | Direct Allocation | Operation & Maintenance of Plant | Equipment | 7. Purchasing supplies to sanitize and clean LEA and school facilities | Through the pandemic, we learned of the many challenges associated with high-touch surfaces and the risk of transmission in those areas. These funds would address the replacement of high-touch surfaces with low/no-touch fixtures in commonly used spaces. Those fixtures include: no-touch faucets, handwash basins, toilets, soap dispensers, towel dispensers, bottle-filling stations, hand sanitizer dispensers, etc. | \$ 82,072 | \$ 82,072 | \$ - | \$ - | \$ - | 99950 | Previously approved at the 9/14/2021 State Board Meeting. |

| | | | | | | | | | | | | | |
|--------------------|----------|-------------------|----------------------------------|-----------------------------|--|---|-----------|-----------|-----------|------|------|-------|---|
| 413-1-005-20220510 | Eligible | Direct Allocation | Operation & Maintenance of Plant | Equipment | 7. Purchasing supplies to sanitize and clean LEA and school facilities | The pandemic taught us that we need quick and reliable ways and means to effectively clean and sanitize surfaces for student and staff health and safety. The installation of these new Tersano machines allows for improved cleaning processes throughout the district by allowing the usage of aqueous ozone purified water. In addition to eliminating common chemicals from the building and improving indoor air quality, this installation also provides for a higher level of bacteria/virus mitigation. | \$ 36,000 | \$ 36,000 | \$ - | \$ - | \$ - | 99950 | Previously approved at the 9/14/2021 State Board Meeting. Reimbursement-One machine for each of our 5 buildings. Allowable if CDC guidelines are met. |
| 413-1-006-20220510 | Eligible | Direct Allocation | Operation & Maintenance of Plant | Equipment | 7. Purchasing supplies to sanitize and clean LEA and school facilities | The pandemic taught us that we need consistent and reliable ways and means to continuously purify the indoor air. The installation of these new ViroSafe machines allows for improved air quality throughout the district by allowing the usage of ionization of the indoor air. This installation also provides for a higher level of bacteria/virus mitigation. | \$ 83,258 | \$ 83,258 | \$ - | \$ - | \$ - | 99950 | Previously approved at the 9/14/2021 State Board Meeting. One machine for each of our 5 buildings. Allowable if the CDC approves |
| 413-1-007-20220510 | Eligible | Direct Allocation | Support Services | Property | 7. Purchasing supplies to sanitize and clean LEA and school facilities | To mitigate the spread of COVID, 7 large sized thermal body cameras and 12 small sized thermal body cameras were purchased in September 2020 to screen students and staff upon entry into school buildings. | \$ 73,416 | \$ 73,416 | \$ - | \$ - | \$ - | 99990 | Change Request: Approved for \$128,550 SFY 2021. Original Notes: Reimbursement- Purchased 9/18/2020 to screen students and staff for temperature checks. Allowable if CDC guidelines are met. Requires prior approval. |
| 413-1-008-20220510 | Eligible | Direct Allocation | Support Services | Supplies & Materials | 7. Purchasing supplies to sanitize and clean LEA and school facilities | To mitigate the spread of COVID, PPE was purchased in September 2020. This included masks, gloves, hand sanitizer, and extra cleaning supplies. | \$ 60,000 | \$ 60,000 | \$ - | \$ - | \$ - | 99980 | Previously approved at the 9/14/2021 State Board Meeting. Reimbursement- purchased September 2020 |
| 413-1-009-20220510 | Eligible | Direct Allocation | Operation & Maintenance of Plant | Purchased Property Services | 13. School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs | The pandemic taught us that having access to safe, protected outdoor learning spaces was important and beneficial to student learning. Our courtyard spaces were heavily utilized by students, leading to significant wear and tear and damage to the space. This depreciation limited the usage of the space. This upgrade creates a year-round safe and secure useable space that is in the open air to reduce the risk of spreading COVID. | \$ 51,540 | \$ - | \$ 51,540 | \$ - | \$ - | 99960 | Previously approved at the 9/14/2021 State Board Meeting. 2 safe, enclosed courtyards. Turf would allow for a safe additional learning environment to be used general education classes, physical education, and recesses. This allows students to maintain social distancing to prevent the spread of COVID. |
| 413-1-010-20220510 | Eligible | Direct Allocation | Instruction | Additional Compensation | 16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff | Due to a shortage of staff during the pandemic and the increased pressures associated with keeping the school district open and functioning at a high level, we will provide a retention bonus for those who stay employed with us for a specific period of time through the continued pandemic. | \$ 74,000 | \$ 74,000 | \$ - | \$ - | \$ - | 99921 | New Line Item |

| | | | | | | | | | | | | | |
|--------------------|----------|-------------------|--------------------------|------------------------------|--|---|-----------|-----------|------|------|------|-------|---------------|
| 413-1-011-20220510 | Eligible | Direct Allocation | Support Services | Additional Compensation | 16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff | Due to a shortage of staff during the pandemic and the increased pressures associated with keeping the school district open and functioning at a high level, we will provide a retention bonus for those who stay employed with us for a specific period of time through the continued pandemic. | \$ 46,440 | \$ 46,440 | \$ - | \$ - | \$ - | 99922 | New Line Item |
| 413-1-012-20220510 | Eligible | Direct Allocation | Food Services Operations | Additional Compensation | 16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff | Due to a shortage of staff during the pandemic and the increased pressures associated with keeping the school district open and functioning at a high level, we will provide a retention bonus for those who stay employed with us for a specific period of time through the continued pandemic. | \$ 12,000 | \$ 12,000 | \$ - | \$ - | \$ - | 99923 | New Line Item |
| 413-1-013-20220510 | Eligible | Direct Allocation | Instruction | Employee Benefits | 16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff | Due to a shortage of staff during the pandemic and the increased pressures associated with keeping the school district open and functioning at a high level, we will provide a retention bonus for those who stay employed with us for a specific period of time through the continued pandemic. | \$ 5,802 | \$ 5,802 | \$ - | \$ - | \$ - | 99924 | New Line Item |
| 413-1-014-20220510 | Eligible | Direct Allocation | Support Services | Employee Benefits | 16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff | Due to a shortage of staff during the pandemic and the increased pressures associated with keeping the school district open and functioning at a high level, we will provide a retention bonus for those who stay employed with us for a specific period of time through the continued pandemic. | \$ 3,931 | \$ 3,931 | \$ - | \$ - | \$ - | 99925 | New Line Item |
| 413-1-015-20220510 | Eligible | Direct Allocation | Food Services Operations | Employee Benefits | 16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff | Due to a shortage of staff during the pandemic and the increased pressures associated with keeping the school district open and functioning at a high level, we will provide a retention bonus for those who stay employed with us for a specific period of time through the continued pandemic. | \$ 1,030 | \$ 1,030 | \$ - | \$ - | \$ - | 99926 | New Line Item |
| 413-1-016-20220510 | Eligible | Direct Allocation | Instruction | Part-Time Certified Salaries | 11A. Planning and implementing summer learning or enrichment programs | Our expanded summer learning opportunities are designed to provide unique and engaging instructional activities and experiences for students that also focused on reading and math. There was a specific intent to address learning loss and provide experiences that helped to address the social and emotional needs of students due to COVID. The funding here allows for the expanded opportunities for this program, including additional days and hours per day for 67 staff. | \$ 8,876 | \$ 8,876 | \$ - | \$ - | \$ - | 99941 | New Line Item |
| 413-1-017-20220510 | Eligible | Direct Allocation | Instruction | Employee Benefits | 11A. Planning and implementing summer learning or enrichment programs | Our expanded summer learning opportunities are designed to provide unique and engaging instructional activities and experiences for students that also focused on reading and math. There was a specific intent to address learning loss and provide experiences that helped to address the social and emotional needs of students due to COVID. The funding here allows for the expanded opportunities for this program, including additional days and hours per day for 67 staff. | \$ 688 | \$ 688 | \$ - | \$ - | \$ - | 99942 | New Line Item |

| | | | | | | | | | | | | | |
|--------------------|----------|-------------------|-----------------------|---|---|--|------------|----------|------------|------|------|-------|---|
| 413-1-018-20220510 | Eligible | Direct Allocation | Instruction | Part-Time Non-Certified Salaries | 11A. Planning and implementing summer learning or enrichment programs | Our expanded summer learning opportunities are designed to provide unique and engaging instructional activities and experiences for students that also focused on reading and math. There was a specific intent to address learning loss and provide experiences that helped to address the social and emotional needs of students due to COVID. The funding here allows for the expanded opportunities for this program, including additional days and hours per day for 67 staff. | \$ 7,375 | \$ 7,375 | \$ - | \$ - | \$ - | 99943 | New Line Item |
| 413-1-019-20220510 | Eligible | Direct Allocation | Instruction | Employee Benefits | 11A. Planning and implementing summer learning or enrichment programs | Our expanded summer learning opportunities are designed to provide unique and engaging instructional activities and experiences for students that also focused on reading and math. There was a specific intent to address learning loss and provide experiences that helped to address the social and emotional needs of students due to COVID. The funding here allows for the expanded opportunities for this program, including additional days and hours per day for 67 staff. | \$ 572 | \$ 572 | \$ - | \$ - | \$ - | 99944 | New Line Item |
| 413-1-020-20220510 | Eligible | Direct Allocation | Building Improvements | Heating and Cooling System | 14. Inspection, testing, maintenance, repair, replacement and upgrade projects to improve the indoor air quality in school facilities | HVAC replacement at Chanute High School and Chanute Elementary School- This project qualifies under ESSER allowable use #14 which states ;Inspection,testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities. The expenditures of these funds will be used to improve the air quality in school facilities. This will include upgrading HVAC systems that provide fresh air in accordance with ASHRAE 62.1. This project will address the need created by the pandemic to provide increased ventilation air in our facilities and to mitigate the spread of the virus creating a safer environment for staff, students and patrons. | \$ 734,330 | \$ - | \$ 734,330 | \$ - | \$ - | 38540 | New Line Item. Allowable if CDC guidelines are met. Capital Improvement documentation required. |
| 413-1-021-20220510 | Eligible | Direct Allocation | Instruction | Temporary Certified Substitute Salaries for Certified Staff | 16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff | Full time subs and sub retention incentives to effectively cover classes and continue education during the pandemic due to increased staff shortages. | \$ 30,000 | \$ - | \$ 30,000 | \$ - | \$ - | 99945 | New Line Item |
| 413-1-022-20220510 | Eligible | Direct Allocation | Instruction | Employee Benefits | 16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff | Full time subs and sub retention incentives to effectively cover classes and continue education during the pandemic due to increased staff shortages. | \$ 6,000 | \$ - | \$ 6,000 | \$ - | \$ - | 99946 | New Line Item |

Kansas CommonApp (2020)

2837-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)



NnpgqZmW

USD443_Dodge City_ESSER II Change Request

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 443

Applicant / Mailing Address

| 2112 First Ave

Applicant / First and Last Name of Owner, CEO, or Executive Director | Simeon Russell

Applicant / Email Address of Owner, CEO, or Executive Director | russell.simeon@usd443.org

Applicant / Phone Number | 6203711001

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

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

Applicant / Website Address (if applicable) | 2112 First Ave

Application details

Full District Name | Unified School District 443 Dodge City Public Schools

| | |
|---|--|
| District Number | 443 |
| Mailing Address Street Address | 2112 First Ave |
| Mailing City | Dodge City |
| Mailing Address Zip Code | 67801 |
| Authorized Representative of the District Name | Simeon Russell |
| Authorized Representative of the District Position or Title | Board Clerk/Executive Director Business & Operations |
| Authorized Representative of the District Email Address | russell.simeon@usd443.org |
| Authorized Representative of the District Phone Number | +16203711001 |
| 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.

During the summer of 2020 we made plans to teach remotely. We purchased laptops, created curriculum, and provided training to use google classroom. While we were fortunate enough to provide "face to face" learning through the entire year, we did have a lot of interruptions due to illness and quarantine procedures of both teachers and students. This not only impacted all of our students, but disproportionately impacted our large population of English learners and students in poverty. 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 10% are migrant and almost have of all students are 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.

The district was able to minimize the spread of COVID with the purchase of PPE supplies and social distancing supplies, as well as provide prepackaged meals in food service. We purchased laptops and hotspots for remote live learning. We are able to address student learning loss with summer school and measure learning gaps with screeners. During the summer of 2021 the school district enrolled 300 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. 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.

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

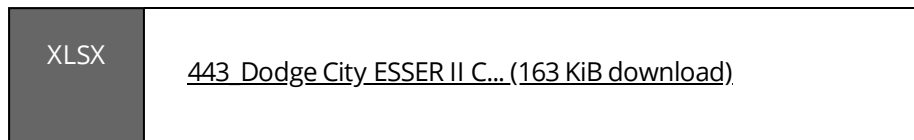
With safety measures and precautions in place we were able to successfully to hold classes face to face the entire school year which is a favorable impact on the students. We were able to provide technology needed for students to attend classes remotely if they couldn't attend face to face due to quarantine, 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 are also able to address the learning gaps with progress monitoring using Fastbridge and Educlimber.

Notes on ESSER II application Excel template:

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

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



Local Education Agency (LEA) Assurances

Section I. General Grant Assurances for Federal Funds

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

34 CFR §76.702 Fiscal control and fund accounting procedures.

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

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

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

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

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

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

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

34 CFR §76.722 Subgrantee reporting requirements.

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

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

[72 FR 3703, Jan. 25, 2007]

34 CFR §76.730 Records related to grant funds.

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

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

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

(c) The total cost of the project;

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

(e) Other records to facilitate an effective audit.

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

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

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

34 CFR §76.731 Records related to compliance.

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

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

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

2 CFR Subpart D – Post Federal Award Requirements

§200.302 Financial management.

§200.303 Internal controls.

§200.305 Payment.

§200.313 Equipment.

§200.314 Supplies.

§200.318 General procurement standards.

§200.320 Methods of procurement to be followed;

2 CFR 200 Subpart E: Cost Principles:

§200.403 Factors affecting allowability of costs.

§200.404 Reasonable costs.

§200.405 Allocable costs.

§200.413 Direct costs.

§200.415 Required certifications.

§200.430 Compensation—personal services.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Providing mental health services and supports.

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

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

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

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

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

Certification

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

Electronic Signature | Simeon Russell

Date | 03/08/2022

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

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|-----|----------|------------|
| USD | District | Data as of |
| 443 | Dodge | 4/11/2022 |

| Expenditure ID | Eligibility Recommendation | Funding Stream | Function Name | Object Name | ESSER Allowable Use | Please describe the expenditures within the account and how they will address a COVID-19 need | Total Expenditures (\$) | Budgeted Expenditures in SFY 2021 (\$) | Budgeted Expenditures in SFY 2022 (\$) | Budgeted Expenditures in SFY 2023 (\$) | Budgeted Expenditures in SFY 2024 (\$) | Account Number | Notes |
|--------------------|----------------------------|-------------------|--------------------------|---|--|---|-------------------------|--|--|--|--|----------------------|---|
| 443-1-001-20220510 | Eligible | Direct Allocation | Instruction | General Supplies and Materials (includes computer software) | 7. Purchasing supplies to sanitize and clean LEA and school facilities | CHANGE REQUEST - To help prevent the spread of Covid the District required all students and employees to wear facemasks. This purchase was for individual welding hoods, band instrument cover and face masks. | \$ 62,900 | \$ 31,400 | \$ 31,500 | \$ - | \$ - | 1-76-1000-610-00-000 | Approved at 7/9/2021 State Board |
| 443-1-002-20220510 | Eligible | Direct Allocation | Instruction | Software | 9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students | CHANGE REQUEST - Even though the District returned to face to face learning we did have a lot of interruptions to class due to illness or quarantine requirements. This resulted in learning loss. In order to identify and target specific areas of loss by students the District purchased the Fastbridge screener. In addition to allowing students and teachers to better schedule time to meet on these deficiencies we purchased scheduling software that allows teachers and students to set up meetings to address their learning gaps. | \$ 59,408 | \$ 29,408 | \$ 30,000 | \$ - | \$ - | 1-76-1000-653-00-000 | Change Request: Previously approved for \$29,408 SFY 2021 |
| 443-1-003-20220510 | Eligible | Direct Allocation | Food Services Operations | Furniture and Fixtures | 13. School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs | As part of the socail distancing protocol we purchased additional cafeteria tables in some locations and served lunch in other areas of their buildings. This is the cost of those additional tables. This is for 65 plastic seminar tables and 6 regular cafeteria tables. | \$ 12,424 | \$ 12,424 | \$ - | \$ - | \$ - | 1-76-1000-733-00-000 | Approved at the 8/10/2021 State Board Meeting |

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|--------------------|----------|-------------------|-----------------------------|---|--|---|--------------|--------------|-----------|------|------|----------------------|--|
| 443-1-004-20220510 | Eligible | Direct Allocation | Instruction | Technology-Related Hardware | 9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students | CHANGE REQUEST - With the uncertainty of Covid and in preparation for remote learning the Board approved in July 2020 the purchase of a total of 4851 student laptops. Previously the District had iPads but it was determined that they did not have the functional capability to perform acceptably in a remote learning environment. Some of these laptops were purchased with ESSER I money. This remaining money covers approximately 1397 laptops. As it turned out this District had face to face learning for all of the school year. We did use those laptops and are requesting an additional 66K for repairs to those laptops. | \$ 1,252,988 | \$ 1,187,025 | \$ 65,963 | \$ - | \$ - | 1-76-1000-734-00-000 | Change Request: Previously approved for \$187,025 SFY 2021 |
| 443-1-005-20220510 | Eligible | Direct Allocation | Social Work Services | General Supplies and Materials (includes computer software) | 7. Purchasing supplies to sanitize and clean LEA and school facilities | To prevent the spread of Covid Transportation tried to use face shields. However, it was not a requirement. The face shields fogged up and the practice was quickly discontinued. | \$ 32 | \$ 32 | \$ - | \$ - | \$ - | 1-76-2113-610-67-000 | Approved at the 8/10/2021 State Board Meeting |
| 443-1-006-20220510 | Eligible | Direct Allocation | Guidance Services | General Supplies and Materials (includes computer software) | 7. Purchasing supplies to sanitize and clean LEA and school facilities | Reimbursable/ Face Shields for Nurses | \$ 43 | \$ 43 | \$ - | \$ - | \$ - | 1-76-2120-610-00-000 | Approved at the 8/10/2021 State Board Meeting |
| 443-1-007-20220510 | Eligible | Direct Allocation | Health Services | General Supplies and Materials (includes computer software) | 13. School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs | Reimbursable / childrens face masks, Gowns for nurses | \$ 2,377 | \$ 2,377 | \$ - | \$ - | \$ - | 1-76-2130-610-00-000 | Approved at the 8/10/2021 State Board Meeting |
| 443-1-008-20220510 | Eligible | Direct Allocation | State and Federal Relations | General Supplies and Materials (includes computer software) | 7. Purchasing supplies to sanitize and clean LEA and school facilities | For Covid PPE this is face shields for Nursing staff at the high school. | \$ 64 | \$ 64 | \$ - | \$ - | \$ - | 1-76-2323-610-00-000 | Approved at the 8/10/2021 State Board Meeting |

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| 443-1-009-20220510 | Eligible | Direct Allocation | Other Executive Administration | General Supplies and Materials (includes computer software) | 7. Purchasing supplies to sanitize and clean LEA and school facilities | As part of our return to in person teaching we temperature checked employees and students. This is an infrared thermometer for Nutrition. | \$ 74 | \$ 74 | \$ - | \$ - | \$ - | 1-76-2329-610-00-000 | Approved at the 8/10/2021 State Board Meeting |
| 443-1-010-20220510 | Eligible | Direct Allocation | Support Services - School Administration | General Supplies and Materials (includes computer software) | 7. Purchasing supplies to sanitize and clean LEA and school facilities | CHANGE REQUEST - Part of the Covid protocol initially required taking temperatures of all students and employees. This is for the purchase of 180 thermometers. | \$ 7,862 | \$ 7,788 | \$ 73 | \$ - | \$ - | 1-76-2400-610-01-000 | Change Request: Previously approved for \$7,788 SFY 2021 |
| 443-1-011-20220510 | Eligible | Direct Allocation | Public Information Services | Office | 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 | Signs to address Covid safety protocols were purchased and installed throughout the District. | \$ 868 | \$ 868 | \$ - | \$ - | \$ - | 1-76-2560-613-00-000 | Approved at the 8/10/2021 State Board Meeting |
| 443-1-012-20220510 | Eligible | Direct Allocation | Operation & Maintenance of Plant | Cleaning Supplies and Chemicals | 7. Purchasing supplies to sanitize and clean LEA and school facilities | CHANGE REQUEST (DISPOSABLE MASK) - For additional sanitizing during the Covid pandemic we purchased larger quantities of sanitizing chemicals and sanitizing wipes from Pur-O-Zone. | \$ 21,451 | \$ 11,850 | \$ 9,600 | \$ - | \$ - | 1-76-2600-618-00-000 | Change Request: Previously approved for \$11,850 SFY 2021 |
| 443-1-013-20220510 | Eligible | Direct Allocation | Operation & Maintenance of Plant | Equipment | 7. Purchasing supplies to sanitize and clean LEA and school facilities | For additional sanitizing during the Covid pandemic we purchased larger quantities of sanitizing chemicals and sanitizing wipes from Pur-O-Zone. We realize this probably should have been placed in the 618 object code but the YE books were closed as such and we respectfully submit this expense in this account. | \$ 4,500 | \$ 4,500 | \$ - | \$ - | \$ - | 1-76-2600-730-00-000 | Approved at the 8/10/2021 State Board Meeting |

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| 443-1-014-20220510 | Eligible | Direct Allocation | Student Transportation | Other Supplies and Materials | 7. Purchasing supplies to sanitize and clean LEA and school facilities | CHANGE REQUEST - Part of the Covid protocol initially required taking temperatures of all students and employees. This is for the purchase of thermometers for Transportation. | \$ 113 | \$ 70 | \$ 43 | \$ - | \$ - | 1-76-2700-619-00-000 | Change Request: Previously approved for \$70 SFY 2021 |
| 443-1-015-20220510 | Eligible | Direct Allocation | Vehicle Servicing and Maintenance | Machinery | 7. Purchasing supplies to sanitize and clean LEA and school facilities | To provide extra sanitation during Covid we purchased 2 Victory Electrostatic sanitizing sprayers for cleaning buses. | \$ 2,028 | \$ 2,028 | \$ - | \$ - | \$ - | 1-76-2730-731-00-000 | Approved at the 8/10/2021 State Board Meeting |
| 443-1-016-20220510 | Eligible | Direct Allocation | Other Support Services | Material & Supplies | 7. Purchasing supplies to sanitize and clean LEA and school facilities | During Covid we required social distancing. In order to enforce this in areas where seats were in a fixed position we purchased seat covers that enforced social distancing by not allowing people to sit too close together. | \$ 1,225 | \$ 1,225 | \$ - | \$ - | \$ - | 1-76-2900-683-00-000 | Approved at the 8/10/2021 State Board Meeting |
| 443-1-017-20220510 | Eligible | Direct Allocation | Food Services Operations | Miscellaneous Supplies | 7. Purchasing supplies to sanitize and clean LEA and school facilities | change request - During Covid we had to serve meals that were individually wrapped. This is for the purchase of supplies to individually package food. This includes items such as disposable lunch trays, plastic cover wrap film, film sealer, etc. | \$ 453,514 | \$ 293,514 | \$ 160,000 | \$ - | \$ - | 1-76-3100-680-00-000 | Change Request: Previously approved for \$293,514 SFY 2021 |
| 443-1-018-20220510 | Eligible | Direct Allocation | Food Services Operations | Other Equipment | 7. Purchasing supplies to sanitize and clean LEA and school facilities | CHANGE REQUEST - During Covid we had to serve meals that were individually wrapped. This is for the equipment to individually wrap food. This includes items such as a heat seal lidding machine, sealing plates, lunch tray sealers. | \$ 144,285 | \$ 144,285 | \$ - | \$ - | \$ - | 1-76-3100-739-00-000 | Approved at the 8/10/2021 State Board Meeting |
| 443-1-019-20220510 | Eligible | Direct Allocation | Instruction | Regular Certified Salaries | 5. Procedures and systems to improve LEA preparedness and response efforts | Even though the District provided face to face learning we did provide remote learning to accommodate those families that chose to stay at home. It also provided students that had to quarantine the ability to stay current with their class. This cost is for the salaries of the teachers that provided the remote learning. | \$ 223,224 | \$ 223,224 | \$ - | \$ - | \$ - | 1-76-1000-110-02-000 | Approved at the 8/10/2021 State Board Meeting |
| 443-1-020-20220510 | Eligible | Direct Allocation | Instruction | Social Security Contributions | 5. Procedures and systems to improve LEA preparedness and response efforts | fica | \$ 17,077 | \$ 17,077 | \$ - | \$ - | \$ - | 76-1000-220-XX-000 | Approved at the 8/10/2021 State Board Meeting |

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| 443-1-021-20220510 | Eligible | Direct Allocation | Instruction | Unemployment Compensation | 5. Procedures and systems to improve LEA preparedness and response efforts | Unemployment | \$ 223 | \$ 223 | \$ - | \$ - | \$ - | 76-1000-250-XX-000 | Approved at the 8/10/2021 State Board Meeting |
| 443-1-022-20220510 | Eligible | Direct Allocation | Instruction | Worker's Compensation | 5. Procedures and systems to improve LEA preparedness and response efforts | Work Comp | \$ 560 | \$ 560 | \$ - | \$ - | \$ - | 76-1000-260-XX-000 | Approved at the 8/10/2021 State Board Meeting |
| 443-1-023-20220510 | Eligible | Direct Allocation | Instruction | Overtime Salaries | 5. Procedures and systems to improve LEA preparedness and response efforts | Part of the Covid protocol was to limit exposure of various groups. With the high incidents of quarantines we needed to have a pool of substitute teachers. To accommodate both objectives we assigned substitute teachers to specific buildings and provided a guaranteed number of hours. This was contingent upon them being ready to substitute if called upon. As it turned out we fully utilized this program. This covered approximately 20 substitute teachers for the year. | \$ 522,439 | \$ 522,439 | \$ - | \$ - | \$ - | 1-76-1000-111-01-000 | Approved at the 8/10/2021 State Board Meeting |
| 443-1-024-20220510 | Eligible | Direct Allocation | Instruction | Social Security Contributions | 5. Procedures and systems to improve LEA preparedness and response efforts | fica | \$ 41,742 | \$ 41,742 | \$ - | \$ - | \$ - | 76-1000-220-XX-000 | Approved at the 8/10/2021 State Board Meeting |
| 443-1-025-20220510 | Eligible | Direct Allocation | Instruction | Unemployment Compensation | 5. Procedures and systems to improve LEA preparedness and response efforts | Unemployment | \$ 570 | \$ 570 | \$ - | \$ - | \$ - | 76-1000-250-XX-000 | Approved at the 8/10/2021 State Board Meeting |
| 443-1-026-20220510 | Eligible | Direct Allocation | Instruction | Worker's Compensation | 5. Procedures and systems to improve LEA preparedness and response efforts | Work Comp | \$ 1,803 | \$ 1,803 | \$ - | \$ - | \$ - | 76-1000-260-XX-000 | Approved at the 8/10/2021 State Board Meeting |
| 443-1-027-20220510 | Eligible | Direct Allocation | Improvement of Instruction Services | Overtime Salaries | 5. Procedures and systems to improve LEA preparedness and response efforts | CHANGE REQUEST -Before school started and we returned to face to face learning we paid certain teachers to come in over the summer of 2020 and develop curriculum and protocol to train other teachers how to use Google Classroom. | \$ 44,977 | \$ 44,587 | \$ 389 | \$ - | \$ - | 1-76-1000-119-00-802 | Change Request: Previously approved for \$44,587 SFY 2021 |

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| 443-1-028-20220510 | Eligible | Direct Allocation | Instruction | Social Security Contributions | 5. Procedures and systems to improve LEA preparedness and response efforts | CHANGE REQUEST-fica | \$ 3,032 | \$ 3,012 | \$ 20 | \$ - | \$ - | 76-1000-220-XX-802 | Change Request: Previously approved for \$3,012 SFY 2021 |
| 443-1-029-20220510 | Eligible | Direct Allocation | Instruction | Unemployment Compensation | 5. Procedures and systems to improve LEA preparedness and response efforts | CHANGE REQUEST -Unemployment | \$ 37 | \$ 37 | \$ 0 | \$ - | \$ - | 76-1000-250-XX-802 | Approved at the 8/10/2021 State Board Meeting |
| 443-1-030-20220510 | Eligible | Direct Allocation | Instruction | Worker's Compensation | 5. Procedures and systems to improve LEA preparedness and response efforts | CHANGE REQUEST -Work Comp | \$ 113 | \$ 112 | \$ 0 | \$ - | \$ - | 76-1000-260-XX-802 | Approved at the 8/10/2021 State Board Meeting |
| 443-1-031-20220510 | Eligible | Direct Allocation | Support Services (Students) | Overtime Salaries | 5. Procedures and systems to improve LEA preparedness and response efforts | CHANGE REQUEST - During Covid we had several additional requirements such as temperature checks, social distancing before school and during lunches. This is the extra labor costs to provide those extra duties. It includes items such as temp checks, lunch room, bus duty, hallway supervision. | \$ 122,805 | \$ 61,403 | \$ 61,403 | \$ - | \$ - | 1-76-1000-119-01-808 | Change Request: Previously approved for \$61,403 SFY 2021 |
| 443-1-032-20220510 | Eligible | Direct Allocation | Support Services (Students) | Social Security Contributions | 5. Procedures and systems to improve LEA preparedness and response efforts | CHANGE REQUEST -fica | \$ 4,874 | \$ 4,157 | \$ 716 | \$ - | \$ - | 1-76-1000-220-XX-808 | Change Request: Previously approved for \$4,157 SFY 2021 |
| 443-1-033-20220510 | Eligible | Direct Allocation | Support Services (Students) | Unemployment Compensation | 5. Procedures and systems to improve LEA preparedness and response efforts | CHANGE REQUEST - Unemployment | \$ 60 | \$ 51 | \$ 9 | \$ - | \$ - | 1-76-1000-250-808 | Change Request: Previously approved for \$51 SFY 2021 |
| 443-1-034-20220510 | Eligible | Direct Allocation | Support Services (Students) | Worker's Compensation | 5. Procedures and systems to improve LEA preparedness and response efforts | CHANGE REQUEST - Work Comp | \$ 167 | \$ 153 | \$ 13 | \$ - | \$ - | 1-76-1000-260-808 | Change Request: Previously approved for \$153 SFY 2021 |

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|--------------------|----------|-------------------|------------|-------------------------------|--|--|-----------|-----------|------|------|------|----------------------|---|
| 443-1-035-20220510 | Eligible | Direct Allocation | Instructor | Group Insurance | 5. Procedures and systems to improve LEA preparedness and response efforts | This is the additional fringe benefits for remote live learning teachers listed above. | \$ 46,650 | \$ 46,650 | \$ - | \$ - | \$ - | 1-76-1000-210-02-000 | Approved at the 8/10/2021 State Board Meeting |
| 443-1-036-20220510 | Eligible | Direct Allocation | Instructor | Overtime Salaries | 5. Procedures and systems to improve LEA preparedness and response efforts | During Covid we paid one teacher to teach remote live learning during their planning time. | \$ 8,791 | \$ 8,791 | \$ - | \$ - | \$ - | 1-76-1000-119-11-811 | Approved at the 8/10/2021 State Board Meeting |
| 443-1-037-20220510 | Eligible | Direct Allocation | Instructor | Social Security Contributions | 5. Procedures and systems to improve LEA preparedness and response efforts | FICA | \$ 611 | \$ 611 | \$ - | \$ - | \$ - | 1-76-1000-220-11-811 | Approved at the 8/10/2021 State Board Meeting |
| 443-1-038-20220510 | Eligible | Direct Allocation | Instructor | Unemployment Compensation | 5. Procedures and systems to improve LEA preparedness and response efforts | Unemployment | \$ 7 | \$ 7 | \$ - | \$ - | \$ - | 1-76-1000-250-11-811 | Approved at the 8/10/2021 State Board Meeting |
| 443-1-039-20220510 | Eligible | Direct Allocation | Instructor | Worker's Compensation | 5. Procedures and systems to improve LEA preparedness and response efforts | Work Comp | \$ 22 | \$ 22 | \$ - | \$ - | \$ - | 0 | Approved at the 8/10/2021 State Board Meeting |
| 443-1-040-20220510 | Eligible | Direct Allocation | Instructor | Additional Compensation | 5. Procedures and systems to improve LEA preparedness and response efforts | Hired 4 Paras to assist with remote learning during Covid. | \$ 31,944 | \$ 31,944 | \$ - | \$ - | \$ - | 1-76-1000-120-11-000 | Approved at the 8/10/2021 State Board Meeting |

| | | | | | | | | | | | | | |
|--------------------|----------|-------------------|--------------------------|--------------------------------|--|---|------------|------------|------------|------------|------|----------------------|---|
| 443-1-041-20220510 | Eligible | Direct Allocation | Food Services Operations | Regular Non-Certified Salaries | 4. Activities to address the unique needs of low-income children, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including outreach and service delivery | CHANGE REQUEST - Summer feeding 2020 - Classified pay for kitchen workers and those delivering meals during Covid | \$ 357,504 | \$ 143,253 | \$ 107,127 | \$ 107,125 | \$ - | 1-76-3100-120-00-829 | Change Request: Previously approved for \$942 SFY 2022 and 2023 |
| 443-1-042-20220510 | Eligible | Direct Allocation | Food Services Operations | Social Security Contributions | 4. Activities to address the unique needs of low-income children, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including outreach and service delivery | CHANGE REQUEST -fica | \$ 25,961 | \$ 10,112 | \$ 7,925 | \$ 7,925 | \$ - | 1-76-3100-220-XX-829 | Change Request: Previously approved for \$10,975 SFY 2022 |

| | | | | | | | | | | | | | |
|--------------------|----------|-------------------|--------------------------|---------------------------|--|-----------------------------|-----------|----------|----------|----------|------|----------------------|--|
| 443-1-043-20220510 | Eligible | Direct Allocation | Food Services Operations | Unemployment Compensation | 4. Activities to address the unique needs of low-income children, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including outreach and service delivery | CHANGE REQUEST Unemployment | \$ 318 | \$ 124 | \$ 97 | \$ 97 | \$ - | 1-76-3100-250-XX-829 | Change Request: Previously approved for \$137 SFY 2022 |
| 443-1-044-20220510 | Eligible | Direct Allocation | Food Services Operations | Worker's Compensation | 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 | Work Comp | \$ 12,082 | \$ 4,795 | \$ 3,644 | \$ 3,644 | \$ - | 1-76-3100-260-XX-829 | Change Request: Previously approved for \$481 SFY 2022 |

| | | | | | | | | | | | | | |
|--------------------|----------|-------------------|-------------------------------------|-------------------------------|--|--|------------|-----------|------------|------------|------|----------------------|---|
| 443-1-045-20220510 | Eligible | Direct Allocation | Operation & Maintenance of Plant | Equipment | 13. School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs | Plexiglass dividers throughout the District. Also includes Tersano sanitizing filters. Tersano is the brand name of the "foggers/sanitizers" we purchased to disinfect the buildings within the District. | \$ 50,014 | \$ 50,014 | \$ - | \$ - | \$ - | 1-76-2600-619-00-000 | Approved at the 8/10/2021 State Board Meeting |
| 443-1-046-20220510 | Eligible | Direct Allocation | Improvement of Instruction Services | Additional Compensation | 12. Addressing learning loss among students, including vulnerable populations | CHANGE REQUEST - 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. Bandera defines collective efficacy as "a group's shared belief in the conjoint capabilities to organize and execute the courses of action required to produce given levels of attainment." (Bandura, A. 1993). Dr. Hattie's description of research states; "Collective teacher efficacy is the collective belief of the staff of the school/faculty in their ability to positively affect students." (Hattie, J. 2015). The mean effect size for Collective Teacher Efficacy is 1.57 which shows a strong correlation to student achievement. 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 | \$ 451,618 | \$ - | \$ 225,809 | \$ 225,809 | \$ - | 76-1000-119-00-828 | Change Request: Previously approved for \$269,019 SFY 2022 and 2023 |
| 443-1-047-20220510 | Eligible | Direct Allocation | Improvement of Instruction Services | Social Security Contributions | 12. Addressing learning loss among students, including vulnerable populations | 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 | \$ 34,550 | \$ - | \$ 17,275 | \$ 17,275 | \$ - | 76-1000-220-XX-828 | Change Request: Previously approved for \$21,495 SFY 2022 and 2023 |

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|--------------------|----------|-------------------|-------------------------------------|-------------------------------|---|--|------------|------|------------|------------|------|--------------------|---|
| 443-1-048-20220510 | Eligible | Direct Allocation | Improvement of Instruction Services | Unemployment Compensation | 12. Addressing learning loss among students, including vulnerable populations | CHANGE REQUEST - Unemployment | \$ 425 | \$ - | \$ 212 | \$ 212 | \$ - | 76-1000-260-XX-828 | Change Request: Previously approved for \$269 SFY 2022 and 2023 |
| 443-1-049-20220510 | Eligible | Direct Allocation | Improvement of Instruction Services | Worker's Compensation | 12. Addressing learning loss among students, including vulnerable populations | CHANGE REQUEST - Work Comp | \$ 1,125 | \$ - | \$ 563 | \$ 563 | \$ - | 76-1000-270-XX-828 | Change Request: Previously approved for \$942 SFY 2022 and 2023 |
| 443-1-050-20220510 | Eligible | Direct Allocation | Improvement of Instruction Services | Additional Compensation | 12. Addressing learning loss among students, including vulnerable populations | CHANGE REQUEST - 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 | \$ 206,644 | \$ - | \$ 103,322 | \$ 103,322 | \$ - | 76-1000-119-00-827 | Change Request: Previously approved for \$137,356 SFY 2022 and \$102,242 SFY 2023 |
| 443-1-051-20220510 | Eligible | Direct Allocation | Improvement of Instruction Services | Social Security Contributions | 12. Addressing learning loss among students, including vulnerable populations | CHANGE REQUEST - fica | \$ 15,606 | \$ - | \$ 7,803 | \$ 7,803 | \$ - | 76-1000-220-XX-827 | Change Request: Previously approved for \$10,975 SFY 2022 |

| | | | | | | | | | | | | | |
|--------------------|----------|-------------------|-------------------------------------|-------------------------------|---|--|----------|------|----------|--------|------|----------------------|--|
| 443-1-052-20220510 | Eligible | Direct Allocation | Improvement of Instruction Services | Unemployment Compensation | 12. Addressing learning loss among students, including vulnerable populations | CHANGE REQUEST - Unemployment | \$ 193 | \$ - | \$ 97 | \$ 97 | \$ - | 76-1000-260-XX-827 | Change Request: Previously approved for \$137 SFY 2022 |
| 443-1-053-20220510 | Eligible | Direct Allocation | Improvement of Instruction Services | Worker's Compensation | 12. Addressing learning loss among students, including vulnerable populations | CHANGE REQUEST - Work Comp | \$ 503 | \$ - | \$ 251 | \$ 251 | \$ - | 76-1000-270-XX-827 | Change Request: Previously approved for \$481 SFY 2022 |
| do-20220510 | Eligible | Direct Allocation | Instruction | Regular Certified Salaries | 11A. Planning and implementing summer learning or enrichment programs | NEW LINE ITEM - Additional stipend for three people. To tutor students over the summer who failed courses during the ongoing Covid pandemic. | \$ 9,296 | \$ - | \$ 9,296 | \$ - | \$ - | 2-76-1000-110-11-829 | New Line Item |
| 443-1-055-20220510 | Eligible | Direct Allocation | Instruction | Social Security Contributions | 12. Addressing learning loss among students, including vulnerable populations | NEW LINE ITEM - FICA | \$ 711 | \$ - | \$ 711 | \$ - | \$ - | 2-76-1000-220-11-829 | New Line Item |
| 443-1-056-20220510 | Eligible | Direct Allocation | Instruction | Unemployment Compensation | 0 | NEW LINE ITEM - UNEMPLOYMENT | \$ 9 | \$ - | \$ 9 | \$ - | \$ - | 2-76-1000-250-11-829 | New Line Item |
| 443-1-057-20220510 | Eligible | Direct Allocation | Instruction | Worker's Compensation | 12. Addressing learning loss among students, including vulnerable populations | NEW LINE ITEM - WORK COMP | \$ 23 | \$ - | \$ 23 | \$ - | \$ - | 2-76-1000-260-11-829 | New Line Item |

| | | | | | | | | | | | | | |
|--------------------|----------|-------------------|---------------------------------------|-------------------------------|---|---|------------|------|------------|------------|------|----------------------|---------------|
| 443-1-058-20220510 | Eligible | Direct Allocation | Psychological Counseling Services | Additional Compensation | 12. Addressing learning loss among students, including vulnerable populations | NEW LINE ITEM - Covid had a detrimental affect on the student body. This is an additional stipend to develop and train other District staff in SEL strategies to address student mental health needs. Staff assisted buildings in the MTSS process as it relates to SEL by incorporating researched based instructional strategies and interventions that support Tier 2 and Tier 3 students in SEL. | \$ 25,717 | \$ - | \$ 25,717 | \$ - | \$ - | 2-76-2143-150-00-000 | New Line Item |
| 443-1-059-20220510 | Eligible | Direct Allocation | Psychological Counseling Services | Social Security Contributions | 12. Addressing learning loss among students, including vulnerable populations | NEW LINE ITEM - FICA | \$ 1,793 | \$ - | \$ 1,793 | \$ - | \$ - | 2-76-2143-220-00-000 | New Line Item |
| 443-1-060-20220510 | Eligible | Direct Allocation | Psychological Counseling Services | Unemployment Compensation | 12. Addressing learning loss among students, including vulnerable populations | NEW LINE ITEM - UNEMPLOYMENT | \$ 22 | \$ - | \$ 22 | \$ - | \$ - | 2-76-2143-250-00-000 | New Line Item |
| 443-1-061-20220510 | Eligible | Direct Allocation | Psychological Counseling Services | Worker's Compensation | 12. Addressing learning loss among students, including vulnerable populations | NEW LINE ITEM - WORK COMP | \$ 40 | \$ - | \$ 40 | \$ - | \$ - | 2-46-2143-260-00-000 | New Line Item |
| 443-1-062-20220510 | Eligible | Direct Allocation | Improvement of Instruction Services | Instructional Services | 12. Addressing learning loss among students, including vulnerable populations | NEW LINE ITEM - CONTRACTED SERVICES 613 This is the exact same training as line items 70 & 75. It all occurred at the same time. There were three different groups of people (Certified, Classified and SPED employees from our local Coop) Therefore we need to pay it out of three different accounts. | \$ 228,765 | \$ - | \$ 114,383 | \$ 114,383 | \$ - | 2-76-2210-322-00-613 | New Line Item |
| 443-1-063-20220510 | Eligible | Direct Allocation | Instructional Staff Training Services | Books and Periodicals | 12. Addressing learning loss among students, including vulnerable populations | NEW LINE ITEM - We are requesting approval of ESSER II funds to purchase science of reading materials and training to address learning loss, focus on research based and developmentally appropriate literacy instruction, and increase student growth in literacy. We are requesting authorization to use ESSER funds to purchase LETRS (Language Essentials for Teachers of Reading and Spelling) a flexible literacy professional learning tool for PreK-12th grade teachers. LETRS provides teachers with research, depth of knowledge, and skills to make a significant improvement in the literacy and language development of every student. In order for district staff to be trained in this program training manuals needed to be purchased for the teachers. | \$ 45,980 | \$ - | \$ 45,980 | \$ - | \$ - | 2-76-2213-640-00-000 | New Line Item |

Kansas CommonApp (2020)

2912-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)



MyQpAmLM

447_Cherryvale_ESSERII_Change II

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 447 Chewrryvale - Thayer Schools |
| Applicant / Mailing Address | 618 East 4th Street Cherryvale KS 67335 |
| Applicant / First and Last Name of Owner, CEO, or Executive Director | Travis Githens |
| Applicant / Email Address of Owner, CEO, or Executive Director | tgithens@usd447.org |
| Applicant / Phone Number | 620-336-8139 |

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

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

Application details

| | |
|--------------------|-----------------------------|
| Full District Name | USD 447 Cherryvale - Thayer |
| District Number | 447 |

| | |
|---|---------------------|
| Mailing Address Street Address | 618 East 4th Street |
| Mailing City | Cherryvale |
| Mailing Address Zip Code | 67335 |
| Authorized Representative of the District Name | Travis Githens |
| Authorized Representative of the District Position or Title | Superintendent |
| Authorized Representative of the District Email Address | Tgithens@usd447.org |
| Authorized Representative of the District Phone Number | +16203368139 |
| Would you like to additional district representatives to the application? | Yes |
| Other District Representative 1 Email Address | aeasley@usd447.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.

| ESSER II Change from 1st Change Submission. 2nd Change Total

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

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

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

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

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

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

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

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

Purchasing supplies to sanitize and clean the facilities of a local 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.

2nd Change from original ESSER II Application. Please see attached File Consulted Crystal Davis on this Document for submission. She said this format will work.

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

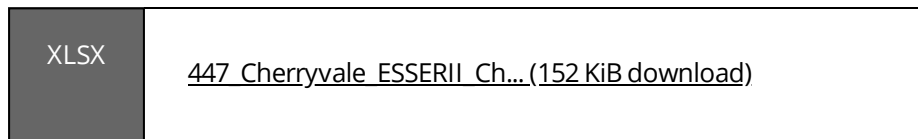
2nd Change from original ESSER II Application. Please See Attached File Consulted Crystal Davis on this Document for submission. She said this format will work.

Notes on ESSER II application Excel template:

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

- This reporting will not replace any reporting required by the federal government. KSDE will work to maximize compatibility between its reporting requirements and those of the federal government as much as possible to minimize burden on districts.

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



Local Education Agency (LEA) Assurances

Section I. General Grant Assurances for Federal Funds

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

34 CFR §76.702 Fiscal control and fund accounting procedures.

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

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

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

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

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

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

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

34 CFR §76.722 Subgrantee reporting requirements.

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

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

[72 FR 3703, Jan. 25, 2007]

34 CFR §76.730 Records related to grant funds.

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

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

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

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

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

34 CFR §76.731 Records related to compliance.

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

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

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

2 CFR Subpart D – Post Federal Award Requirements

§200.302 Financial management.

§200.303 Internal controls.

§200.305 Payment.

§200.313 Equipment.

§200.314 Supplies.

§200.318 General procurement standards.

§200.320 Methods of procurement to be followed;

2 CFR 200 Subpart E: Cost Principles:

§200.403 Factors affecting allowability of costs.

§200.404 Reasonable costs.

§200.405 Allocable costs.

§200.413 Direct costs.

§200.415 Required certifications.

§200.430 Compensation—personal services.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Providing mental health services and supports.

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

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

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

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

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

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

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

Certification

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

Electronic Signature | Travis Githens

Date | 03/30/2022

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

| | | |
|-----|---------------|------------|
| USD | District Name | Data as of |
| 443 | Dodge City | 4/11/2022 |

| Expenditure ID | Eligibility Review Recommendation | Funding Stream | Function Name | Object Name | ESSER Allowable Use | Please describe the expenditures within the account and how they will address a COVID-19 need | Total Expenditures (\$) | Budgeted Expenditures in SFY 2021 (\$) | Budgeted Expenditures in SFY 2022 (\$) | Budgeted Expenditures in SFY 2023 (\$) | Budgeted Expenditures in SFY 2024 (\$) | Account Number | Notes |
|--------------------|-----------------------------------|-------------------|---------------|--------------------------------|---|---|-------------------------|--|--|--|--|----------------|---|
| 447-1-001-20220510 | Eligible | Direct Allocation | Instruction | Personal Services - Salaries | 12. Addressing learning loss among students, including vulnerable populations | Change Request - Regular School Year Reduced Class Size to catch up instructional loss due to COVID 19 | \$ 54,500 | \$ - | \$ 54,500 | \$ - | \$ - | 75100 | Approved at 7/9/2021 State Board |
| 447-1-002-20220510 | Eligible | Direct Allocation | Instruction | Social Security Contributions | 12. Addressing learning loss among students, including vulnerable populations | Change Request - Regular School Year Reduced Class Size to catch up instructional loss due to COVID 19 | \$ 6,885 | \$ - | \$ 6,885 | \$ - | \$ - | 75110 | Change Request: Previously approved for \$6,885 SFY 2022 and \$6,885 SFY 2023 |
| 447-1-003-20220510 | Eligible | Direct Allocation | Instruction | Group Insurance | 12. Addressing learning loss among students, including vulnerable populations | Change Request - Regular School Year Reduced Class Size to catch up instructional loss due to COVID 19 | \$ 14,950 | \$ - | \$ 14,950 | \$ - | \$ - | 75120 | Change Request: Previously approved for \$14,950 SFY 2022 and \$14,950 SFY 2023 |
| 447-1-004-20220510 | Eligible | Direct Allocation | Instruction | Unemployment Compensation | 12. Addressing learning loss among students, including vulnerable populations | Regular School Year Reduced Class Size to catch up instructional loss due to COVID 19 | \$ 900 | \$ - | \$ 900 | \$ - | \$ - | 75130 | Change Request: Previously approved for \$900 SFY 2022 and \$900 SFY 2023 |
| 447-1-005-20220510 | Eligible | Direct Allocation | Instruction | Regular Non-Certified Salaries | 11A. Planning and implementing summer learning or enrichment programs | Change Request - Summer School to catch up instructional loss due to COVID 19, and additional lunchroom and other supervision necessary due to social distancing and spaces utilized for meal service | \$ 3,735 | \$ 1,125 | \$ 2,610 | \$ - | \$ - | 75150 | Change Request: Previously approved for \$1,125 SFY 2021, \$2,610 SFY 2022 and \$5,000 SFY 2023 |

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|--------------------|----------|-------------------|--|--------------------------------|---|---|-----------|----------|-----------|------|------|-------|--|
| 447-1-006-20220510 | Eligible | Direct Allocation | Instruction | Social Security Contributions | 11A. Planning and implementing summer learning or enrichment programs | Change Request - Summer School to catch up instructional loss due to COVID 19, and additional lunchroom and other supervision necessary due to social distancing and spaces utilized for meal service | \$ 936 | \$ 86 | \$ 850 | \$ - | \$ - | 75160 | Change Request: Previously approved for \$86 SFY 2021, \$850 SFY 2022 and \$383 SFY 2023 |
| 447-1-007-20220510 | Eligible | Direct Allocation | Instruction | Unemployment Compensation | 11A. Planning and implementing summer learning or enrichment programs | Summer School to catch up instructional loss due to COVID 19, and additional lunchroom and other supervision necessary due to social distancing and spaces utilized for meal service | \$ 74 | \$ 12 | \$ 62 | \$ - | \$ - | 75170 | Change Request: Previously approved for \$12 SFY 2021, \$62 SFY 2022 and \$50 SFY 2023 |
| 447-1-008-20220510 | Eligible | Direct Allocation | Support Services - School Administration | Regular Non-Certified Salaries | 11A. Planning and implementing summer learning or enrichment programs | Summer School Support Staff to catch up instructional loss due to COVID 19 | \$ 2,192 | \$ 1,152 | \$ 1,040 | \$ - | \$ - | 75200 | Approved at the 5/11/2021 State Board Meeting |
| 447-1-009-20220510 | Eligible | Direct Allocation | Support Services - School Administration | Social Security Contributions | 11A. Planning and implementing summer learning or enrichment programs | Summer School Support Staff to catch up instructional loss due to COVID 19 | \$ 512 | \$ 88 | \$ 424 | \$ - | \$ - | 75210 | Approved at the 5/11/2021 State Board Meeting |
| 447-1-010-20220510 | Eligible | Direct Allocation | Support Services - School Administration | Unemployment Compensation | 11A. Planning and implementing summer learning or enrichment programs | Summer School Support Staff to catch up instructional loss due to COVID 19 | \$ 12 | \$ 12 | \$ - | \$ - | \$ - | 75220 | Approved at the 5/11/2021 State Board Meeting |
| 447-1-011-20220510 | Eligible | Direct Allocation | Operation & Maintenance of Plant | Energy | 11A. Planning and implementing summer learning or enrichment programs | Energy necessary to operate buildings for summer school to catch up instructional loss due to COVID 19 | \$ 11,000 | \$ - | \$ 11,000 | \$ - | \$ - | 75460 | Approved at the 5/11/2021 State Board Meeting |
| 447-1-012-20220510 | Eligible | Direct Allocation | Instruction | Supplies & Materials | 11A. Planning and implementing summer learning or enrichment programs | Instructional Supplies to operate summer school to catch up instructional loss due to COVID 19 | \$ 7,650 | \$ 7,650 | \$ - | \$ - | \$ - | 75480 | Approved at the 5/11/2021 State Board Meeting |

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|--------------------|----------|-------------------|----------------------------------|--------------------------------|--|--|-----------|------|-----------|----------|------|-------|---|
| 447-1-013-20220510 | Eligible | Direct Allocation | Student Transportation | Regular Non-Certified Salaries | 11A. Planning and implementing summer learning or enrichment programs | Transportation to Summer School and Summer School Field Trips to catch up instructional loss due to COVID 19 | \$ 506 | \$ - | \$ 506 | \$ - | \$ - | 75350 | Approved at the 5/11/2021 State Board Meeting |
| 447-1-014-20220510 | Eligible | Direct Allocation | Student Transportation | Social Security Contributions | 11A. Planning and implementing summer learning or enrichment programs | Transportation to Summer School and Summer School Field Trips to catch up instructional loss due to COVID 19 | \$ 267 | \$ - | \$ 267 | \$ - | \$ - | 75360 | Approved at the 5/11/2021 State Board Meeting |
| 447-1-015-20220510 | Eligible | Direct Allocation | Student Transportation | Unemployment Compensation | 11A. Planning and implementing summer learning or enrichment programs | Transportation to Summer School and Summer School Field Trips to catch up instructional loss due to COVID 19 | \$ 8 | \$ - | \$ 8 | \$ - | \$ - | 75370 | Approved at the 5/11/2021 State Board Meeting |
| 447-1-016-20220510 | Eligible | Direct Allocation | Student Transportation | Gasoline | 11A. Planning and implementing summer learning or enrichment programs | Transportation to Summer School and Summer School Field Trips to catch up instructional loss due to COVID 19 | \$ 150 | \$ - | \$ 150 | \$ - | \$ - | 75400 | Approved at the 5/11/2021 State Board Meeting |
| 447-1-017-20220510 | 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 | Additional Custodial Staff to maintain desired level of clean related to COVID 19 sanitation of the building and equipment | \$ 22,200 | \$ - | \$ 21,500 | \$ 700 | \$ - | 75300 | Approved at the 5/11/2021 State Board Meeting |
| 447-1-018-20220510 | 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 | Additional Custodial Staff to maintain desired level of clean related to COVID 19 sanitation of the building and equipment | \$ 7,528 | \$ - | \$ 3,764 | \$ 3,764 | \$ - | 75310 | Approved at the 5/11/2021 State Board Meeting |

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|--------------------|----------|-------------------|----------------------------------|---|--|---|-----------|----------|-----------|-----------|------|-------|---|
| 447-1-019-20220510 | Eligible | Direct Allocation | Operation & Maintenance of Plant | Group Insurance | 16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff | Additional Custodial Staff to maintain desired level of clean related to COVID 19 sanitation of the building and equipment | \$ 22,320 | \$ - | \$ 11,160 | \$ 11,160 | \$ - | 75320 | Approved at the 5/11/2021 State Board Meeting |
| 447-1-020-20220510 | Eligible | Direct Allocation | Operation & Maintenance of Plant | Unemployment Compensation | 16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff | Additional Custodial Staff to maintain desired level of clean related to COVID 19 sanitation of the building and equipment | \$ 1,476 | \$ - | \$ 738 | \$ 738 | \$ - | 75330 | Approved at the 5/11/2021 State Board Meeting |
| 447-1-021-20220510 | Eligible | Direct Allocation | Instruction-Related Technology | Purchased Professional & Technical Services | 9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students | Additional 1G of internet service to allow greater access to and use of instructional technology. Allows for better streaming should remote learning be required again. | \$ 16,440 | \$ - | \$ 8,220 | \$ 8,220 | \$ - | 75470 | Approved at the 5/11/2021 State Board Meeting |
| 447-1-022-20220510 | Eligible | Direct Allocation | Health Services | Regular Non-Certified Salaries | 16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff | Additional nursing time (part-time nurse) to assist with student health needs, contact tracing, and record-keeping resulting from COVID 19 | \$ 18,200 | \$ 2,000 | \$ 7,600 | \$ 8,600 | \$ - | 75250 | Approved at the 5/11/2021 State Board Meeting |
| 447-1-023-20220510 | Eligible | Direct Allocation | Health Services | Social Security Contributions | 16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff | Additional nursing time (part-time nurse) to assist with student health needs, contact tracing, and record-keeping resulting from COVID 19 | \$ 1,473 | \$ 153 | \$ 660 | \$ 660 | \$ - | 75260 | Approved at the 5/11/2021 State Board Meeting |
| 447-1-024-20220510 | Eligible | Direct Allocation | Health Services | Employee Benefits | 16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff | Additional nursing time (part-time nurse) to assist with student health needs, contact tracing, and record-keeping resulting from COVID 19 | \$ 192 | \$ 20 | \$ 86 | \$ 86 | \$ - | 75270 | Approved at the 5/11/2021 State Board Meeting |

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|--------------------|----------|-------------------|-------------|-------------------------------|--|--|------------|------------|-----------|-----------|------|-------|--|
| 447-1-025-20220510 | Eligible | Direct Allocation | Instruction | Property | 9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students | Interactive Flat Panel TV's that will integrate with on-line learning platforms to better serve remote learners. Interactive technology to engage face-to-face learners to recover from lost learning due to COVID 19. | \$ 130,000 | \$ 130,000 | \$ - | \$ - | \$ - | 75500 | Approved at the 5/11/2021 State Board Meeting |
| 447-1-026-20220510 | Eligible | Direct Allocation | Instruction | Supplies & Materials | 9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students | Change Request - Replacement and repair of Chromebooks lost and damaged due to remote learning usage caused by COVID 19 and additional use during Summer School, also made necessary due to COVID 19. | \$ 86,487 | \$ 15,000 | \$ 61,487 | \$ 10,000 | \$ - | 75510 | Change Request: previously approved for \$15,000 SFY 2021, \$10,000 SFY 2022 and \$10,000 SFY 2023 |
| 447-1-027-20220510 | Eligible | Direct Allocation | Instruction | Regular Certified Salaries | 11A. Planning and implementing summer learning or enrichment programs | Summer School to catch up instructional loss due to COVID 19 | \$ 39,240 | \$ 27,400 | \$ 11,840 | \$ - | \$ - | 75100 | Approved at the 5/11/2021 State Board Meeting |
| 447-1-028-20220510 | Eligible | Direct Allocation | Instruction | Social Security Contributions | 11A. Planning and implementing summer learning or enrichment programs | Summer School to catch up instructional loss due to COVID 19 | \$ 2,796 | \$ 1,890 | \$ 906 | \$ - | \$ - | 75110 | Approved at the 5/11/2021 State Board Meeting |
| 447-1-029-20220510 | Eligible | Direct Allocation | Instruction | Unemployment Compensation | 11A. Planning and implementing summer learning or enrichment programs | Summer School to catch up instructional loss due to COVID 19 | \$ 393 | \$ 274 | \$ 119 | \$ - | \$ - | 75130 | Approved at the 5/11/2021 State Board Meeting |
| 447-1-030-20220510 | Eligible | Direct Allocation | Instruction | Worker's Compensation | 11A. Planning and implementing summer learning or enrichment programs | Summer School to catch up instructional loss due to COVID 19 | \$ 393 | \$ 274 | \$ 119 | \$ - | \$ - | 75140 | Approved at the 5/11/2021 State Board Meeting |

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|--------------------|----------|-------------------|--|-----------------------|--|--|-----------|-------|----------|-----------|------|-------|--|
| 447-1-031-20220510 | Eligible | Direct Allocation | Instruction | Worker's Compensation | 12. Addressing learning loss among students, including vulnerable populations | Regular School Year Reduced Class Size to catch up instructional loss due to COVID 19 | \$ 900 | \$ - | \$ 900 | \$ - | \$ - | 75140 | Change Request: previously approved for \$900 SFY 2022, and \$900 SFY 2023 |
| 447-1-032-20220510 | Eligible | Direct Allocation | Instruction | Worker's Compensation | 11A. Planning and implementing summer learning or enrichment programs | Summer School to catch up instructional loss due to COVID 19 | \$ 74 | \$ 12 | \$ 62 | \$ - | \$ - | 75180 | Change Request: previously approved for \$12 SFY 2021, \$62 SFY 2022 and \$50 SFY 2023 |
| 447-1-033-20220510 | Eligible | Direct Allocation | Support Services - School Administration | Worker's Compensation | 11A. Planning and implementing summer learning or enrichment programs | Summer School to catch up instructional loss due to COVID 19 | \$ 12 | \$ 12 | \$ - | \$ - | \$ - | 75230 | Approved at the 5/11/2021 State Board Meeting |
| 447-1-034-20220510 | Eligible | Direct Allocation | Student Transportation | Worker's Compensation | 11A. Planning and implementing summer learning or enrichment programs | Summer School to catch up instructional loss due to COVID 19 | \$ 8 | \$ - | \$ 8 | \$ - | \$ - | 75380 | Approved at the 5/11/2021 State Board Meeting |
| 447-1-035-20220510 | Eligible | Direct Allocation | Operation & Maintenance of Plant | Worker's Compensation | 16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff | Additional Custodial Staff to maintain desired level of clean related to COVID 19 sanitation of the building and equipment | \$ 1,476 | \$ - | \$ 738 | \$ 738 | \$ - | 75340 | Approved at the 5/11/2021 State Board Meeting |
| 447-1-036-20220510 | Eligible | Direct Allocation | Health Services | Worker's Compensation | 16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff | Additional nursing time (part-time nurse) to assist with student health needs, contact tracing, and record-keeping resulting from COVID 19 | \$ 192 | \$ 20 | \$ 86 | \$ 86 | \$ - | 75280 | Approved at the 5/11/2021 State Board Meeting |
| 447-1-037-20220510 | Eligible | Direct Allocation | Health Services | Supplies & Materials | 16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff | Change Request - PPE and other health supplies necessary to protect students and staff from COVID 19 | \$ 15,000 | \$ - | \$ 5,000 | \$ 10,000 | \$ - | 75520 | Change Request: previously approved for \$5,000 SFY 2021, SFY 2022 and SFY 2023 |

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|--------------------|----------|-------------------|----------------------------------|---|---|--|-----------|------|-----------|-----------|------|-------|--|
| 447-1-038-20220510 | Eligible | Direct Allocation | Operation & Maintenance of Plant | Property | 7. Purchasing supplies to sanitize and clean LEA and school facilities | Change Request - Equipment necessary for additional cleaning and sanitizing of buildings - disinfectant foggers, scrubbers | \$ 15,000 | \$ - | \$ 5,000 | \$ 10,000 | \$ - | 75560 | Change Request: previously approved for \$5,000 SFY 2021, SFY 2022 and SFY 2023 |
| 447-1-039-20220510 | Eligible | Direct Allocation | Health Services | Property | 16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff | Change Request - Equipment necessary for nurse to create and maintain isolation rooms and health protocols related to COVID 19 | \$ 6,000 | \$ - | \$ 2,000 | \$ 4,000 | \$ - | 75530 | Change Request: previously approved for \$2,000 SFY 2021, SFY 2022 and SFY 2023 |
| 447-1-040-20220510 | Eligible | Direct Allocation | Instruction | Professional - Education Services | 1A. Any activity authorized by the Elementary and Secondary Education Act of 1965. | Change Request - Professional Development for teachers related to use of data to diagnose student learning needs, use of new assessment tools, and providing better social-emotional instruction to students to assist in overcoming damage to learning and mental health caused by COVID 19 and interruption to learning. | \$ 17,361 | \$ - | \$ 5,000 | \$ 12,361 | \$ - | 75540 | Change Request: previously approved for \$5,000 SFY 2021, \$12,361 SFY 2022 and 5,000 SFY 2023 |
| 447-1-041-20220510 | Eligible | Direct Allocation | Operation & Maintenance of Plant | Supplies & Materials | 7. Purchasing supplies to sanitize and clean LEA and school facilities | Supplies such as sanitizers, disinfectants, air filters to maintain a healthy environment free from COVID 19 | \$ 7,639 | \$ - | \$ 5,000 | \$ 2,639 | \$ - | 75550 | Approved at the 5/11/2021 State Board Meeting |
| 447-1-042-20220510 | Eligible | Direct Allocation | Operation & Maintenance of Plant | Property | 7. Purchasing supplies to sanitize and clean LEA and school facilities | Change Request - Purchase equipment used to clean and sanitize building - electrostatic foggers, scrubbers, etc. | \$ 15,000 | \$ - | \$ 5,000 | \$ 10,000 | \$ - | 75560 | Change Request: previously approved for \$5,000 SFY 2021, SFY 2022 and SFY 2023 |
| 447-1-043-20220510 | Eligible | Direct Allocation | Architecture and Engineering | Construction Services (Outside Contractors) | 14. Inspection, testing, maintenance, repair, replacement and upgrade projects to improve the indoor air quality in school facilities | Plans to update HVAC units to improve air quality and reduce the risk of virus transmission and exposure - Engineering fees for HVAC project development | \$ 36,000 | \$ - | \$ 36,000 | \$ - | \$ - | 75561 | Approved at the 5/11/2021 State Board Meeting |

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|--------------------|----------|-------------------|--------------------------|---|---|--|------------|------|------------|------|------|-------|--|
| 447-1-044-20220510 | Eligible | Direct Allocation | Building Improvements | Construction Services (Outside Contractors) | 14. Inspection, testing, maintenance, repair, replacement and upgrade projects to improve the indoor air quality in school facilities | Change Request - Update HVAC units to improve air quality and reduce the risk of virus transmission and exposure and or increase food storage space for food supply chain shortages due to COVID | \$ 490,507 | \$ - | \$ 490,507 | \$ - | \$ - | 75562 | Change Request: previously approved for \$399,876 SFY 2022 |
| 447-1-045-20220510 | Eligible | Direct Allocation | Central Services | Regular Non-Certified Salaries | 15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities | \$500 to each Tech staff member for retention due to Covid | \$ 500 | \$ - | \$ 500 | \$ - | \$ - | 75650 | Approved at the 3/8/2021 State Board Meeting |
| 447-1-046-20220510 | Eligible | Direct Allocation | Central Services | Social Security Contributions | 15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities | FICA for Tech retention due to Covid | \$ 38 | \$ - | \$ 38 | \$ - | \$ - | 75660 | Approved at the 3/8/2021 State Board Meeting |
| 447-1-047-20220510 | Eligible | Direct Allocation | Food Services Operations | Regular Non-Certified Salaries | 15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities | \$500 to each Food Service staff member for retention due to Covid | \$ 6,500 | \$ - | \$ 6,500 | \$ - | \$ - | 75600 | Approved at the 3/8/2021 State Board Meeting |
| 447-1-048-20220510 | Eligible | Direct Allocation | Instruction | Personal Services - Salaries | 15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities | \$500 to each Certified staff member for retention due to Covid | \$ 35,500 | \$ - | \$ 35,500 | \$ - | \$ - | 75100 | Approved at the 3/8/2021 State Board Meeting |
| 447-1-049-20220510 | Eligible | Direct Allocation | Instruction | Regular Non-Certified Salaries | 15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities | \$500 to each Para staff member for retention due to Covid | \$ 8,500 | \$ - | \$ 8,500 | \$ - | \$ - | 75150 | Approved at the 3/8/2021 State Board Meeting |

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|--------------------|----------|-------------------|--|--------------------------------|---|---|----------|------|----------|------|------|-------|--|
| 447-1-050-20220510 | Eligible | Direct Allocation | Support Services - School Administration | Regular Non-Certified Salaries | 15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities | \$500 to each Support staff member for retention due to Covid | \$ 4,500 | \$ - | \$ 4,500 | \$ - | \$ - | 75200 | Approved at the 3/8/2021 State Board Meeting |
| 447-1-051-20220510 | Eligible | Direct Allocation | Health Services | Regular Non-Certified Salaries | 15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities | \$500 to each Nursing staff member for retention due to Covid | \$ 1,000 | \$ - | \$ 1,000 | \$ - | \$ - | 75250 | Approved at the 3/8/2021 State Board Meeting |
| 447-1-052-20220510 | 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 | \$500 to each Custodial and Maintenance staff member for retention due to Covid | \$ 6,500 | \$ - | \$ 6,500 | \$ - | \$ - | 75300 | Approved at the 3/8/2021 State Board Meeting |
| 447-1-053-20220510 | Eligible | Direct Allocation | Student Transportation | Regular Non-Certified Salaries | 15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities | \$500 to each Transportation staff member for retention due to Covid | \$ 3,000 | \$ - | \$ 3,000 | \$ - | \$ - | 75350 | Approved at the 3/8/2021 State Board Meeting |

Kansas CommonApp (2020)

3096-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)



YdxQQQvP

USD466_Scott County Schools_ESSER II_Change

Applicant details

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

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

| | |
|---|------------------------------|
| Select an Applicant Type | Unified School District |
| Applicant / Entity Name | Scott County School District |
| Applicant / Mailing Address | |
| 704 S. College Scott City, KS 67871 | |
| Applicant / First and Last Name of Owner, CEO, or Executive Director | Jamie Rumford |
| Applicant / Email Address of Owner, CEO, or Executive Director | jrumford@usd466.org |
| Applicant / Phone Number | 6208727600 |

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

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

Application details

| | |
|--------------------|------------------------------|
| Full District Name | Scott County School District |
| District Number | 466 |

| | |
|---|-----------------------|
| Mailing Address Street Address | 704 S. College |
| Mailing City | Scott City |
| Mailing Address Zip Code | 67871 |
| Authorized Representative of the District Name | Jamie Rumford |
| Authorized Representative of the District Position or Title | Superintendent |
| Authorized Representative of the District Email Address | jrumford@usd466.org |
| Authorized Representative of the District Phone Number | +16208727600 |
| Would you like to additional district representatives to the application? | Yes |
| Other District Representative 1 Email Address | dwolfe@usd466.org |
| Other District Representative 2 Email Address | cmceachern@usd466.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 pandemic created many problems for our district. In particular, we realized a decrease in the pace of learning with all students. Our efforts to catch up with summer school and improved intervention practices are showing success. We also realized some costs associated with our accelerated efforts that were beyond our regular yearly budget. Substitute pay increased tremendously over the past two years. We are sensitive to the needs of our staff as the stress they have experienced with concerns for health, concerns with the responsibility of educating students who are behind in learning, and the debate that has ensued regarding both are leading some to leave the profession. We need our quality staff now more than ever, and are implementing strategies to keep them employed and working with our students.

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

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

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

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

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

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

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

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

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

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

Providing mental health services and supports.

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

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

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

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

Tracking student attendance and improving student engagement in distance education.

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

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

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

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

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

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

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

Many steps are being taken to address this. First, we are using funds to address learning loss of students by adding intervention staff at the middle and high schools. Next, we are assuring our students can connect remotely with proper technology offerings. Finally, we are assuring all of our attendance sites meet the code for air quality so that we can reduce or prevent the spread of air born disease.

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

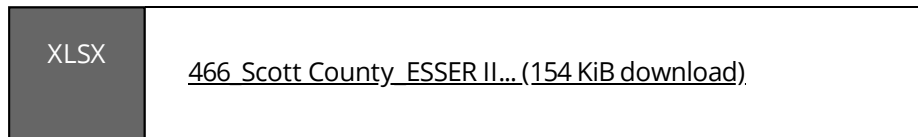
Regarding learning loss, we are already seeing the impact of the allocation with academic performance in the classrooms and assessment results improving with our students. The implementation of the proper technology has helped us stay

connected when students have been quarantined as they are capable of completing assignments with success. Air quality assessments showed our buildings lacked outdoor air coming in the buildings to help circulate air particles through filtering. Installing new equipment will address this and we will be assured of the intended impact with future air quality assessments.

Notes on ESSER II application Excel template:

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

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



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 | Jamie Rumford

Date | 04/19/2022

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

| | | |
|-----|---------------|------------|
| USD | District Name | Data as of |
| 466 | Scott County | 4/26/2022 |

| Expenditure ID | Eligibility Review Recommendation | Funding Stream | Function Name | Object Name | ESSER Allowable Use | Please describe the expenditures within the account and how they will address a COVID-19 need | Total Expenditures (\$) | Budgeted Expenditures in SFY 2021 (\$) | Budgeted Expenditures in SFY 2022 (\$) | Budgeted Expenditures in SFY 2023 (\$) | Budgeted Expenditures in SFY 2024 (\$) | Account Number | Notes |
|--------------------|-----------------------------------|-------------------|---------------|--|--|--|-------------------------|--|--|--|--|----------------|---|
| 466-1-001-20220510 | Eligible | Direct Allocation | Instruction | Computers and Related Equipment (includes software if bought as a package) | 9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students | With difficulty for students to connect at home, our district is purchasing Chromebooks with Google Chrome licenses for each student in grades 6-12. The Chromebook allows us to use the Google Classroom platform for consistent communication between school and home. This purchase allows students to access their device from home during time away from school for illness. This will help us with home connectivity in summer school as well. | \$ 184,808 | \$ 184,808 | \$ - | \$ - | \$ - | 81950 | Approved at the 9/14/2021 State Board Meeting |
| 466-1-002-20220510 | Eligible | Direct Allocation | Instruction | Regular Certified Salaries | 12. Addressing learning loss among students, including vulnerable populations | Our district plans to add an At-Risk teacher at the HS to address learning loss for HS students. This At-Risk will be assigned to students identified through assessment scores, grades, and credit recovery needs. | \$ 55,500 | \$ - | \$ 55,500 | \$ - | \$ - | 81850 | Approved at the 9/14/2021 State Board Meeting |

| | | | | | | | | | | | | | |
|--------------------|----------|-------------------|----------------------------------|--------------------------------|---|---|-----------|-----------|-----------|------|------|-------|---|
| 466-1-003-20220510 | Eligible | Direct Allocation | Operation & Maintenance of Plant | Property | 14. Inspection, testing, maintenance, repair, replacement and upgrade projects to improve the indoor air quality in school facilities | The indoor air quality in the high school was assessed and found to need improvements to limit the spread of disease through air particles. This amount covers the cost to create designs for the plans to improve our situation. | \$ 48,500 | \$ 48,500 | \$ - | \$ - | \$ - | 81960 | Approved at the 9/14/2021 State Board Meeting |
| 466-1-004-20220510 | Eligible | Direct Allocation | Operation & Maintenance of Plant | Property | 14. Inspection, testing, maintenance, repair, replacement and upgrade projects to improve the indoor air quality in school facilities | The indoor air quality in the elementary school was assessed and found to need improvements to limit the spread of disease through air particles. This amount covers the cost to create designs for the plans to improve our situation. | \$ 32,500 | \$ 32,500 | \$ - | \$ - | \$ - | 81962 | Approved at the 9/14/2021 State Board Meeting |
| 466-1-005-20220510 | Eligible | Direct Allocation | Instruction | Regular Non-Certified Salaries | 12. Addressing learning loss among students, including vulnerable populations | NEW ITEM - Our district plans to add an At-Risk teacher at the MS to address learning loss for MS students. This At-Risk will be assigned to students identified through assessment scores, grades, and credit recovery needs. | \$ 55,000 | \$ - | \$ 55,000 | \$ - | \$ - | 81900 | New Line Item |

| | | | | | | | | | | | | | |
|--------------------|----------|-------------------|-------------|----------------------------|--|---|------------|------|------------|------|------|-------|--|
| 466-1-006-20220510 | Eligible | Direct Allocation | Instruction | Regular Certified Salaries | 16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff | NEW ITEM - Retention pay for all staff who continued to work through the 2021-22 school year and return in August of 2022. | \$ 122,700 | \$ - | \$ 122,700 | \$ - | \$ - | 81870 | New Line Item - Note - Spoke with Supt for additional info. All certified & classified employees (150) who stayed through FY21 were paid \$500, with an additional \$500 being paid for all those who return in Aug 22. This cost reflects part of what will be paid after return in August, but some will also come from ESSER III. |
| 466-1-007-20220510 | Eligible | Direct Allocation | Instruction | Regular Certified Salaries | 12. Addressing learning loss among students, including vulnerable populations | NEW ITEM - Substitute teacher salaries to cover the cost of substitutes during the 2021-22 school year when teaching staff were quarantined due to illness or exposure to COVID-19. | \$ 14,199 | \$ - | \$ 14,199 | \$ - | \$ - | 81933 | 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 | 109 | Republic County | 481 | 50% | \$ 723,240 | \$ 723,240 | 100% | \$ 723,240 | 100% | \$ 1,504 |
| 2 | 110 | Thunder Ridge Schools | 179 | 57% | \$ 427,380 | \$ 427,380 | 100% | \$ 427,380 | 100% | \$ 2,394 |
| 3 | 237 | Smith Center | 398 | 45% | \$ 656,592 | \$ 597,679 | 91% | \$ 597,679 | 100% | \$ 1,500 |
| 4 | 252 | Southern Lyon County | 475 | 43% | \$ 526,861 | \$ 526,861 | 100% | \$ 526,861 | 100% | \$ 1,109 |
| 5 | 256 | Marmaton Valley | 236 | 45% | \$ 494,624 | \$ 430,942 | 87% | \$ 430,942 | 100% | \$ 1,826 |
| 6 | 267 | Renwick | 1,776 | 16% | \$ 1,110,690 | \$ 1,128,689 | 102% | \$ 1,128,689 | 100% | \$ 636 |
| 7 | 285 | Cedar Vale | 136 | 56% | \$ 377,179 | \$ 377,179 | 100% | \$ 377,179 | 100% | \$ 2,769 |
| 8 | 290 | Ottawa | 2,184 | 52% | \$ 3,527,931 | \$ 1,830,000 | 52% | \$ 1,830,000 | 100% | \$ 838 |
| 9 | 300 | Comanche County | 287 | 48% | \$ 423,791 | \$ 423,791 | 100% | \$ 423,791 | 100% | \$ 1,479 |
| 10 | 305 | Salina | 6,740 | 58% | \$ 13,663,761 | \$ 13,663,761 | 100% | \$ 13,663,761 | 100% | \$ 2,027 |
| 11 | 367 | Osawatomie | 1,027 | 61% | \$ 2,144,834 | \$ 2,144,834 | 100% | \$ 2,144,834 | 100% | \$ 2,089 |
| 12 | 413 | Chanute Public Schools | 1,685 | 60% | \$ 4,025,908 | \$ 4,025,908 | 100% | \$ 4,025,908 | 100% | \$ 2,389 |
| 13 | 423 | Moundridge | 408 | 35% | \$ 323,231 | \$ 323,231 | 100% | \$ 323,231 | 100% | \$ 792 |
| 14 | 430 | South Brown County | 465 | 59% | \$ 1,334,139 | \$ 1,334,139 | 100% | \$ 1,334,139 | 100% | \$ 2,871 |
| 15 | 507 | Satanta | 247 | 68% | \$ 557,163 | \$ 239,859 | 43% | \$ 239,859 | 100% | \$ 973 |
| Total | | | 16,723 | 51% | \$ 30,317,324 | \$ 28,197,493 | 93% | \$ 28,197,493 | 100% | \$ 1,686 |

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

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

ESSER III APPLICATION FOR D0109

Status

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> |
| Republic County | 1205 19th Street, Belleville, KS 669350469 | P.O. Box 469, Belleville, KS 669350469 |
| <u>Superintendent Name</u> | <u>Superintendent E-mail Address</u> | <u>Superintendent Phone Number</u> |
| Larry Lyder | llyder@usd109.org | (785) 527-5621 |

Authorized Representative of the District Information

| | | | |
|--|---------------------------------|--|----------------------------|
| <u>Name</u> | <u>Position of Title</u> | <u>E-mail Address</u> | <u>Phone Number</u> |
| Larry Lyder | Superintendent | llyder@usd109.org | (785) 527-5621 |
| <u>Other District Representative 1 - Name</u> | | <u>Other District Representative 1 - E-mail Address</u> | |
| dwilkinson@usd109.org | | dwilkinson@usd109.org | |
| <u>Other District Representative 2 - Name</u> | | <u>Other District Representative 2 - E-mail Address</u> | |

Plan for Safe Return

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

<https://www.usd109.org/page/policies>

Use of Funds for CDC Guidance

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

The ESSER III funds will be used to purchase additional cleaning supplies and equipment to help sanitize areas of our facilities more often than normal to help prevent the spread of COVID. Other mitigation strategies include the continuation of an additional 1st grade teacher to minimize students in classrooms to allow for social distancing and a school nurse to help navigate the prevention and mitigation protocols.

Stakeholder Engagement

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

Students

Student Council was gathered for a special meeting to sit down and discuss the the opportunities on how they suggest the funds be spent. There were four main areas that came out of the meeting by the students.

1. SEL and Mental Health Opportunities for the Students that could include a separate room, SEL lessons more often with a curriculum and possible therapist on staff.
2. Paying students to tutor others who are behind or struggling.
3. Technology upgrades to assist with the additional requirements for remote learners and possible courses to help student's make up courses they have failed.
4. Outdoor learning space/eating area to allow for outside ventilation for students to go to allowing for additional social distancing as well. This are could also serve as a SEL retreat for some students when they need a break.

Families

Families were given the opportunity to provide input through two methods. One was through a survey and the second through the site council meetings. Outcomes from the families input in no particular order include:

1. Technology
2. Mental Health and SEL
3. Summer School
4. Outdoor Classroom

School and District Administrators including Special Education Administration

Through administration meetings and superintendent advisory to our special education organization meetings, the following suggestions for expenditures came forth:

1. Summer School
2. Additional PEP and Cleaning supplies
3. Additional Para Support
4. SEL and Mental Health Support

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

All the above school staff mentioned had two methods of providing their ideas and suggestions on the ESSER 3 funds expenditures. One was through a survey (survey was specific to ESSER 3 and was made available to all staff through a Google form distributed via staff email) and the second was through their BLT's then to the DTL's. In no particular order, here are the recommendations from school staff:

1. Mental Health and SEL
2. Summer School
3. Extra Licensed Teachers to Keep Classes Smaller

Tribes

In looking for this subgroup in our community including reaching out to two governmental entities (city manager and county clerk), no tribes were able to be identified within our school district.

Civil Rights Organization including Disability Rights Organizations

In looking for this subgroup in our community including reaching out to two governmental entities (city manager and county clerk), no civil rights organizations were able to be identified within our school district. Additionally, requests for input were sent to the Disability Rights Center, but no response has been returned to date.

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

The only identifiable groups in this category in our district include a handful of ELL students and a few students in foster care. Parents/Guardians of these students were targeted with the survey specifically for their opportunity to provide input. Outcomes from the families input in no particular order include:

1. Mental Health and SEL
2. Summer School

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

Public input was gained from two different methods. One was a survey that was put on all of our social media outlets and through alert system. Secondly, during one of our weekly community coffees, input was gathered from the attendees. This group includes parents, business owners and other community members. Ideas from these two methods include:

1. School Nurse
2. Summer School
3. Continued additional cleaning and sanitizing

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

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

The impacts of COVID-19 on our students range vastly from student to student as well in the nature of the impact from social-emotional to academic learning loss. Republic County does not have a diverse student population other than social-economic variants. The stress that we see in some families due to the results of the COVID-19 pandemic carries over to the students when they enter our buildings everyday. Additionally, we are seeing a huge need for early childhood care and programming in our community. Many daycares closed over the previous year due to kids not attending either from parents not working or isolation of students. We know that we need to provide some interventions and additional instructional support at the elementary level due to both the academic learning loss and social-emotional needs. At our junior/senior high the need is also present to address both areas of need. Without a school nurse, the district struggled through the year with facilitating the illness and monitoring students. Cost impacts on the district include the need for a nurse, additional staff to assist with small group instruction to close the academic loss, training for our building and teacher leaders on how lead through change, the expense of teachers outside their contract developing, working to retain teachers through the pandemic and redesigning curriculum and the need for a summer program to really address the needs of students in the areas of academic loss and social emotional.

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

Continuing with the Summer SLAM program (summer learning and enrichment programs) for our elementary students again for the next two summer will be in excess of the 20% required to be spend in this area. A student support specialist is also planned to be hired to work with the Tier 3 level students who have fallen behind not only academically, but also social-emotionally due to the pandemic. An additional 1st grade teacher will be hired to reduce class size to better address student one on one and allow for additional social distancing in the classroom.

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

Remaining ESSER funds will be spent on teacher and administrator professional development for learning and leadership strategies along with mentorship/coaching. Additionally, sanitization and cleaning equipment and supplies will be purchases. Furthermore, additional chrome books will be purchased to allow for technology to keep up with the ever changing demands of remote learning platforms and student needs.

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

All students will benefit from the student support specialist by having an additional behavioral support person in the building. The summer SLAM program will be open for anyone, but will target at-risk and other students who are behind on being on grade level through teacher recommendation.

Allocations

| | Direct Allocation | True Up Allocation | Total Allocation | | 20% Minimum |
|-----------------------|-------------------|--------------------|------------------|-----------------------|-------------|
| ESSER III Allocations | \$723,240 | \$0 | \$723,240 | ESSER III Allocations | \$144,648 |
| Approved Total | \$0 | \$0 | \$0 | Approved Total | \$0 |
| Amount Left | \$723,240 | \$0 | \$723,240 | Amount Still Needed | \$144,648 |
| In Review Total | \$723,240 | \$0 | \$723,240 | In Review Total | \$157,410 |
| Amount Left | \$0 | \$0 | \$0 | Amount Still Needed | \$0 |

Line Items

| ID | Allocation Type | Learning Loss | Function Code | Object Code | Allowable Use | Total Expenditures | Status |
|------------|-----------------|---------------|---------------|-------------|---------------|--------------------|-------------------|
| 109-3-0001 | Direct | False | 1000 | 320 | 3 | \$6,500 | Task Force Review |
| 109-3-0002 | Direct | False | 1000 | 600 | 3 | \$4,000 | Task Force Review |
| 109-3-0003 | Direct | False | 1000 | 320 | 10 | \$5,000 | Task Force Review |
| 109-3-0004 | Direct | False | 2130 | 110 | 16 | \$49,000 | Task Force Review |
| 109-3-0005 | Direct | False | 2130 | 210 | 16 | \$7,500 | Task Force Review |
| 109-3-0006 | Direct | False | 2130 | 220 | 16 | \$4,000 | Task Force Review |
| 109-3-0007 | Direct | False | 2130 | 222 | 16 | \$725 | Task Force Review |
| 109-3-0008 | Direct | False | 2130 | 260 | 16 | \$60 | Task Force Review |
| 109-3-0009 | Direct | False | 1000 | 320 | 3 | \$20,000 | Task Force Review |
| 109-3-0010 | Direct | False | 1000 | 110 | 3 | \$7,500 | Task Force Review |
| 109-3-0011 | Direct | False | 1000 | 600 | 3 | \$7,500 | Task Force Review |
| 109-3-0012 | Direct | False | 2410 | 320 | 3 | \$30,000 | Task Force Review |
| 109-3-0013 | Direct | False | 1000 | 110 | 1A | \$50,000 | Task Force Review |
| 109-3-0014 | Direct | False | 1000 | 210 | 1A | \$7,500 | Task Force Review |
| 109-3-0015 | Direct | False | 1000 | 220 | 1A | \$5,000 | Task Force Review |
| 109-3-0016 | Direct | False | 1000 | 222 | 1A | \$1,000 | Task Force Review |
| 109-3-0017 | Direct | False | 1000 | 260 | 1A | \$100 | Task Force Review |
| 109-3-0018 | Direct | False | 2130 | 700 | 15 | \$15,000 | Task Force Review |
| 109-3-0019 | Direct | False | 1000 | 700 | 13 | \$64,445 | Task Force Review |
| 109-3-0020 | Direct | True | 1000 | 110 | 11A | \$90,000 | Task Force Review |
| 109-3-0021 | Direct | True | 1000 | 600 | 11A | \$10,000 | Task Force Review |
| 109-3-0022 | Direct | True | 1000 | 220 | 11A | \$5,500 | Task Force Review |
| 109-3-0023 | Direct | True | 1000 | 260 | 11A | \$1,200 | Task Force Review |
| 109-3-0024 | Direct | True | 1000 | 222 | 11A | \$325 | Task Force Review |
| 109-3-0025 | Direct | True | 1000 | 120 | 11A | \$40,000 | Task Force Review |
| 109-3-0026 | Direct | True | 1000 | 220 | 11A | \$3,750 | Task Force Review |
| 109-3-0027 | Direct | True | 1000 | 260 | 11A | \$75 | Task Force Review |
| 109-3-0028 | Direct | True | 1000 | 222 | 11A | \$600 | Task Force Review |
| 109-3-0029 | Direct | True | 2710 | 120 | 11A | \$4,000 | Task Force Review |
| 109-3-0030 | Direct | True | 2710 | 220 | 11A | \$375 | Task Force Review |

| | | | | | | | |
|------------|--------|-------|------|-----|-----|----------|-------------------|
| 109-3-0031 | Direct | True | 2710 | 260 | 11A | \$25 | Task Force Review |
| 109-3-0032 | Direct | True | 2710 | 222 | 11A | \$60 | Task Force Review |
| 109-3-0033 | Direct | True | 2710 | 626 | 11A | \$1,500 | Task Force Review |
| 109-3-0034 | Direct | False | 1000 | 700 | 9 | \$83,000 | Task Force Review |
| 109-3-0035 | Direct | False | 1000 | 320 | 10 | \$22,500 | Task Force Review |
| 109-3-0036 | Direct | False | 1000 | 320 | 1A | \$20,000 | Task Force Review |
| 109-3-0037 | Direct | False | 1000 | 600 | 1A | \$11,000 | Task Force Review |
| 109-3-0038 | Direct | False | 1000 | 110 | 1A | \$10,000 | Task Force Review |
| 109-3-0040 | Direct | False | 2600 | 600 | 7 | \$60,000 | Task Force Review |
| 109-3-0041 | Direct | False | 1000 | 110 | 1A | \$46,500 | Task Force Review |
| 109-3-0042 | Direct | False | 1000 | 210 | 1A | \$4,500 | Task Force Review |
| 109-3-0043 | Direct | False | 1000 | 220 | 1A | \$2,500 | Task Force Review |
| 109-3-0044 | Direct | False | 1000 | 260 | 1A | \$1,000 | Task Force Review |
| 109-3-0045 | Direct | False | 2600 | 423 | 2 | \$20,000 | Task Force Review |

Line Item Details

Line Item ID: 109-3-0001

Allocation Type

Direct Allocation

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

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

Account Name

ESSER III

Account Number

95.1000.320.000

Function Code

1000 - Instruction

Object Code

320 - Professional-Education Services

Allowable Use

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

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$6,500

Budgeted Expenditures in SFY 2023

\$0

Budgeted Expenditures in SFY 2024

\$0

Total Expenditures

\$6,500

Status

Task Force Review

Line Item ID: 109-3-0002

Allocation Type

Direct Allocation

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

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

Account Name

ESSER III

Account Number

95.1000.600.000

Function Code

1000 - Instruction

Object Code

600 - SUPPLIES AND MATERIALS

Allowable Use

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

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: 109-3-0003

Allocation Type

Direct Allocation

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

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

Account Name

ESSER III

Account Number

95.1000.320.000

Function Code

1000 - Instruction

Object Code

320 - Professional-Education Services

Allowable Use

10 - Providing mental health services and supports.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$5,000

Budgeted Expenditures in SFY 2023

\$0

Budgeted Expenditures in SFY 2024

\$0

Total Expenditures

\$5,000

Status

Task Force Review

Line Item ID: 109-3-0004

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

95.2130.110.000

Function Code

2130 - Health Services

Object Code

110 - Regular Certified Salaries

Allowable Use

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

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$0

Budgeted Expenditures in SFY 2023

\$49,000

Budgeted Expenditures in SFY 2024

\$0

Total Expenditures

\$49,000

Status

Task Force Review

Line Item ID: 109-3-0005

Allocation Type

Direct Allocation

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

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

Account Name

ESSER III

Account Number

95.2130.210.000

Function Code

2130 - Health Services

Object Code

210 - Group Insurance

Allowable Use

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

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$0

Budgeted Expenditures in SFY 2023

\$7,500

Budgeted Expenditures in SFY 2024

\$0

Total Expenditures

\$7,500

Status

Task Force Review

Line Item ID: 109-3-0006

Allocation Type

Direct Allocation

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

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

Account Name

ESSER III

Account Number

95.2130.220.000

Function Code

2130 - Health Services

Object Code

220 - Social Security Contributions

Allowable Use

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

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$0

Budgeted Expenditures in SFY 2023

\$4,000

Budgeted Expenditures in SFY 2024

\$0

Total Expenditures

\$4,000

Status

Task Force Review

Line Item ID: 109-3-0007

Allocation Type

Direct Allocation

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

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

Account Name

ESSER III

Account Number

95.2130.222.000

Function Code

2130 - Health Services

Object Code

222 - Medicare - Employer's Contribution

Allowable Use

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

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$0

Budgeted Expenditures in SFY 2023

\$725

Budgeted Expenditures in SFY 2024

\$0

Total Expenditures

\$725

Status

Task Force Review

Line Item ID: 109-3-0008

Allocation Type

Direct Allocation

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

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

Account Name

ESSER III

Account Number

95.2130.260.000

Function Code

2130 - Health Services

Object Code

260 - Unemployment Compensation

Allowable Use

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

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$0

Budgeted Expenditures in SFY 2023

\$60

Budgeted Expenditures in SFY 2024

\$0

Total Expenditures

\$60

Status

Task Force Review

Line Item ID: 109-3-0009

Allocation Type

Direct Allocation

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

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

Account Name

ESSER III

Account Number

95.1000.320.000

Function Code

1000 - Instruction

Object Code

320 - Professional-Education Services

Allowable Use

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

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$10,000

Budgeted Expenditures in SFY 2023

\$10,000

Budgeted Expenditures in SFY 2024

\$0

Total Expenditures

\$20,000

Status

Task Force Review

Line Item Comment from KSDE

Additional information requested as it relates to COVID-19; Applicant responded via email: Adaptive Schools Collaborative Training-This training will provide staff with essential tools to help collaborate with stakeholders and lead the district through the continually changing times of COVID. The Adaptive Schools will furthermore assist teacher leaders and administrators guidance while providing tools and skills to lead during the continuous changing times of the pandemic, communication strategies for various stakeholders and a variety of instructional strategies to be able to utilize in the classroom for more engagement of students and those students who might be remote.

Line Item ID: 109-3-0010

Allocation Type

Direct Allocation

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

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

Account Name

ESSER III

Account Number

95.1000.110.000

Function Code

1000 - Instruction

Object Code

110 - Regular Certified Salaries

Allowable Use

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

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$3,000

Budgeted Expenditures in SFY 2023

\$3,000

Budgeted Expenditures in SFY 2024

\$1,500

Total Expenditures

\$7,500

Status

Task Force Review

Line Item Comment from KSDE

See line 9

Line Item ID: 109-3-0011

Allocation Type

Direct Allocation

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

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

Account Name

ESSER III

Account Number

95.1000.600.000

Function Code

1000 - Instruction

Object Code

600 - SUPPLIES AND MATERIALS

Allowable Use

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

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$3,500

Budgeted Expenditures in SFY 2023

\$3,500

Budgeted Expenditures in SFY 2024

\$500

Total Expenditures

\$7,500

Status

Task Force Review

Line Item Comment from KSDE

See line 9

Line Item ID: 109-3-0012

Allocation Type

Direct Allocation

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

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

Account Name

ESSER III

Account Number

95.2410.320.000

Function Code

2410 - Office of the Principal Services

Object Code

320 - Professional-Education Services

Allowable Use

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

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$10,000

Budgeted Expenditures in SFY 2023

\$20,000

Budgeted Expenditures in SFY 2024

\$0

Total Expenditures

\$30,000

Status

Task Force Review

Line Item Comment from KSDE

See line 9

Line Item ID: 109-3-0013

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

95.1000.110.000

Function Code

1000 - Instruction

Object Code

110 - Regular Certified Salaries

Allowable Use

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

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$0

Budgeted Expenditures in SFY 2023

\$50,000

Budgeted Expenditures in SFY 2024

\$0

Total Expenditures

\$50,000

Status

Task Force Review

Line Item ID: 109-3-0014

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

95.1000.210.000

Function Code

1000 - Instruction

Object Code

210 - Group Insurance

Allowable Use

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

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$0

Budgeted Expenditures in SFY 2023

\$7,500

Budgeted Expenditures in SFY 2024

\$0

Total Expenditures

\$7,500

Status

Task Force Review

Line Item ID: 109-3-0015

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

95.1000.220.000

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.

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: 109-3-0016

Allocation Type

Direct Allocation

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

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

Account Name

ESSER III

Account Number

95.1000.222.000

Function Code

1000 - Instruction

Object Code

222 - Medicare - Employer's Contribution

Allowable Use

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

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$0

Budgeted Expenditures in SFY 2023

\$1,000

Budgeted Expenditures in SFY 2024

\$0

Total Expenditures

\$1,000

Status

Task Force Review

Line Item ID: 109-3-0017

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

95.1000.260.000

Function Code

1000 - Instruction

Object Code

260 - Unemployment Compensation

Allowable Use

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

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$0

Budgeted Expenditures in SFY 2023

\$100

Budgeted Expenditures in SFY 2024

\$0

Total Expenditures

\$100

Status

Task Force Review

Line Item ID: 109-3-0018

Allocation Type

Direct Allocation

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

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

Account Name

ESSER III

Account Number

95.2130.700.000

Function Code

2130 - Health Services

Object Code

700 - PROPERTY

Allowable Use

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

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$15,000

Budgeted Expenditures in SFY 2023

\$0

Budgeted Expenditures in SFY 2024

\$0

Total Expenditures

\$15,000

Status

Task Force Review

Line Item ID: 109-3-0019

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

95.1000.700.000

Function Code

1000 - Instruction

Object Code

700 - PROPERTY

Allowable Use

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

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$35,000

Budgeted Expenditures in SFY 2023

\$25,000

Budgeted Expenditures in SFY 2024

\$4,445

Total Expenditures

\$64,445

Status

Task Force Review

Line Item Comment from KSDE

Capital Improvement documentation required.

Line Item ID: 109-3-0020

Allocation Type

Direct Allocation

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

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

Account Name

ESSER III

Account Number

95.1000.110.000

Function Code

1000 - Instruction

Object Code

110 - Regular Certified Salaries

Allowable Use

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

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$15,000

Budgeted Expenditures in SFY 2023

\$65,000

Budgeted Expenditures in SFY 2024

\$10,000

Total Expenditures

\$90,000

Status

Task Force Review

Line Item ID: 109-3-0021

Allocation Type

Direct Allocation

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

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

Account Name

ESSER III

Account Number

95.1000.600.000

Function Code

1000 - Instruction

Object Code

600 - SUPPLIES AND MATERIALS

Allowable Use

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

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$3,000

Budgeted Expenditures in SFY 2023

\$6,000

Budgeted Expenditures in SFY 2024

\$1,000

Total Expenditures

\$10,000

Status

Task Force Review

Line Item ID: 109-3-0022

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

Account Number

95.1000.220.000

Function Code

1000 - Instruction

Object Code

220 - Social Security Contributions

Allowable Use

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

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$1,500

Budgeted Expenditures in SFY 2023

\$3,000

Budgeted Expenditures in SFY 2024

\$1,000

Total Expenditures

\$5,500

Status

Task Force Review

Line Item ID: 109-3-0023

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

95.1000.260.000

Function Code

1000 - Instruction

Object Code

260 - Unemployment Compensation

Allowable Use

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

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$250

Budgeted Expenditures in SFY 2023

\$750

Budgeted Expenditures in SFY 2024

\$200

Total Expenditures

\$1,200

Status

Task Force Review

Line Item ID: 109-3-0024

Allocation Type

Direct Allocation

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

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

Account Name

ESSER III

Account Number

95.1000.222.000

Function Code

1000 - Instruction

Object Code222 - Medicare - Employer's
Contribution**Allowable Use**11A - Planning and implementing
summer learning or enrichment
programs.**Budgeted Expenditures in SFY 2021**

\$0

Budgeted Expenditures in SFY 2022

\$75

Budgeted Expenditures in SFY 2023

\$200

Budgeted Expenditures in SFY 2024

\$50

Total Expenditures

\$325

Status

Task Force Review

Line Item ID: 109-3-0025

Allocation Type

Direct Allocation

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

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

Account Name

ESSER III

Account Number

95.1000.120.000

Function Code

1000 - Instruction

Object Code

120 - Regular Non-Certified Salaries

Allowable Use11A - Planning and implementing
summer learning or enrichment
programs.**Budgeted Expenditures in SFY 2021**

\$0

Budgeted Expenditures in SFY 2022

\$10,000

Budgeted Expenditures in SFY 2023

\$25,000

Budgeted Expenditures in SFY 2024

\$5,000

Total Expenditures

\$40,000

Status

Task Force Review

Line Item ID: 109-3-0026

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

95.1000.220.000

Function Code

1000 - Instruction

Object Code

220 - Social Security Contributions

Allowable Use

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

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$750

Budgeted Expenditures in SFY 2023

\$2,500

Budgeted Expenditures in SFY 2024

\$500

Total Expenditures

\$3,750

Status

Task Force Review

Line Item ID: 109-3-0027

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

95.1000.260.000

Function Code

1000 - Instruction

Object Code

260 - Unemployment Compensation

Allowable Use

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

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$15

Budgeted Expenditures in SFY 2023

\$50

Budgeted Expenditures in SFY 2024

\$10

Total Expenditures

\$75

Status

Task Force Review

Line Item ID: 109-3-0028

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

95.1000.222.000

Function Code

1000 - Instruction

Object Code222 - Medicare - Employer's
Contribution**Allowable Use**11A - Planning and implementing
summer learning or enrichment
programs.**Budgeted Expenditures in SFY 2021**

\$0

Budgeted Expenditures in SFY 2022

\$150

Budgeted Expenditures in SFY 2023

\$300

Budgeted Expenditures in SFY 2024

\$150

Total Expenditures

\$600

Status

Task Force Review

Line Item ID: 109-3-0029

Allocation Type

Direct Allocation

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

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

Account Name

ESSER III

Account Number

95.2710.120.000

Function Code

2710 - Vehicle Operation

Object Code

120 - Regular Non-Certified Salaries

Allowable Use11A - Planning and implementing
summer learning or enrichment
programs.**Budgeted Expenditures in SFY 2021**

\$0

Budgeted Expenditures in SFY 2022

\$1,500

Budgeted Expenditures in SFY 2023

\$2,000

Budgeted Expenditures in SFY 2024

\$500

Total Expenditures

\$4,000

Status

Task Force Review

Line Item ID: 109-3-0030

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

Account Number

95.2710.220.000

Function Code

2710 - Vehicle Operation

Object Code

220 - Social Security Contributions

Allowable Use

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

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$150

Budgeted Expenditures in SFY 2023

\$150

Budgeted Expenditures in SFY 2024

\$75

Total Expenditures

\$375

Status

Task Force Review

Line Item ID: 109-3-0031

Allocation Type

Direct Allocation

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

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

Account Name

ESSER III

Account Number

95.2710.260.000

Function Code

2710 - Vehicle Operation

Object Code

260 - Unemployment Compensation

Allowable Use

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

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$10

Budgeted Expenditures in SFY 2023

\$10

Budgeted Expenditures in SFY 2024

\$5

Total Expenditures

\$25

Status

Task Force Review

Line Item ID: 109-3-0032

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

Account Number

95.2710.222.000

Function Code

2710 - Vehicle Operation

Object Code222 - Medicare - Employer's
Contribution**Allowable Use**11A - Planning and implementing
summer learning or enrichment
programs.**Budgeted Expenditures in SFY 2021**

\$0

Budgeted Expenditures in SFY 2022

\$25

Budgeted Expenditures in SFY 2023

\$25

Budgeted Expenditures in SFY 2024

\$10

Total Expenditures

\$60

Status

Task Force Review

Line Item ID: 109-3-0033

Allocation Type

Direct Allocation

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

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

Account Name

ESSER III

Account Number

95.2710.626.000

Function Code

2710 - Vehicle Operation

Object Code

626 - Gasoline

Allowable Use11A - Planning and implementing
summer learning or enrichment
programs.**Budgeted Expenditures in SFY 2021**

\$0

Budgeted Expenditures in SFY 2022

\$500

Budgeted Expenditures in SFY 2023

\$500

Budgeted Expenditures in SFY 2024

\$500

Total Expenditures

\$1,500

Status

Task Force Review

Line Item ID: 109-3-0034

Allocation Type

Direct Allocation

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

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

Account Name

ESSER III

Account Number

95.1000.700.000

Function Code

1000 - Instruction

Object Code

700 - PROPERTY

Allowable Use

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

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$30,000**Budgeted Expenditures in SFY 2023** \$30,000**Budgeted Expenditures in SFY 2024** \$23,000**Total Expenditures** \$83,000**Status**

Task Force Review

Line Item Comment from KSDE

Applicant responded via email: Each year for the first two years will be 100 Chromebooks including the Google Licensing following by 75 the third year. By reaching this number each year, we will be able to be at a one-to-one for students if we have to go remote or they are at home quarantined.

Line Item ID: 109-3-0035

Allocation Type

Direct Allocation

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

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

Account Name

ESSER III

Account Number

951000.320.000

Function Code

1000 - Instruction

Object Code

320 - Professional-Education Services

Allowable Use

10 - Providing mental health services and supports.

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$7,500**Budgeted Expenditures in SFY 2023** \$10,000**Budgeted Expenditures in SFY 2024** \$5,000**Total Expenditures** \$22,500**Status**

Task Force Review

Line Item ID: 109-3-0036

Allocation Type

Direct Allocation

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

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

Account Name

ESSER III

Account Number

95.1000.320.000

Function Code

1000 - Instruction

Object Code

320 - Professional-Education Services

Allowable Use

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

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$10,000

Budgeted Expenditures in SFY 2023

\$10,000

Budgeted Expenditures in SFY 2024

\$0

Total Expenditures

\$20,000

Status

Task Force Review

Line Item ID: 109-3-0037

Allocation Type

Direct Allocation

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

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

Account Name

ESSER III

Account Number

95.1000.600.000

Function Code

1000 - Instruction

Object Code

600 - SUPPLIES AND MATERIALS

Allowable Use

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

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$4,000

Budgeted Expenditures in SFY 2023

\$7,000

Budgeted Expenditures in SFY 2024

\$0

Total Expenditures

\$11,000

Status

Task Force Review

Line Item ID: 109-3-0038

Allocation Type

Direct Allocation

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

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

Account Name

ESSER III

Account Number

95.1000.110.000

Function Code

1000 - Instruction

Object Code

110 - Regular Certified Salaries

Allowable Use

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

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

Task Force Review

Line Item Comment from KSDE

Applicant responded via email: The rate per staff member is \$250.00 per day. This will allow for four staff members to attend training and prepare to incorporate this into their classroom and prepare to present to other district teachers outside their contract. Learning loss and social emotional struggles have hit all students. Implementing new teaching strategies that have been evidence based proven to improve achievement are crucial to get in the hands of teachers. Providing the opportunity for teachers to acquire the strategies through professional development opportunities is crucial. KAGAN strategies, especially cooperative learning, has been proven over and over again to be highly effective teaching strategies. This portion will be set aside to allow teachers to attend KAGAN workshops, as well as, some to become train the trainers to come back and train all staff.

Line Item ID: 109-3-0040

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

95.2600.600.000

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.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$20,000

Budgeted Expenditures in SFY 2023

\$30,000

Budgeted Expenditures in SFY 2024

\$10,000

Total Expenditures

\$60,000

Status

Task Force Review

Line Item Comment from KSDE

This line was originally consolidated with line 39. District broke them up into two separate lines.

Line Item ID: 109-3-0041

Allocation Type

Direct Allocation

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

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

Account Name

ESSER III

Account Number

95.1000.110.000

Function Code

1000 - Instruction

Object Code

110 - Regular Certified Salaries

Allowable Use

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

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$0

Budgeted Expenditures in SFY 2023

\$46,500

Budgeted Expenditures in SFY 2024

\$0

Total Expenditures

\$46,500

Status

Task Force Review

Line Item ID: 109-3-0042

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

95.1000.210.000

Function Code

1000 - Instruction

Object Code

210 - Group Insurance

Allowable Use

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

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$0

Budgeted Expenditures in SFY 2023

\$4,500

Budgeted Expenditures in SFY 2024

\$0

Total Expenditures

\$4,500

Status

Task Force Review

Line Item ID: 109-3-0043

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

95.1000.220.000

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.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$0

Budgeted Expenditures in SFY 2023

\$2,500

Budgeted Expenditures in SFY 2024

\$0

Total Expenditures

\$2,500

Status

Task Force Review

Line Item ID: 109-3-0044

Allocation Type

Direct Allocation

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

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

Account Name

ESSER III

Account Number

95.1000.260.000

Function Code

1000 - Instruction

Object Code

260 - Unemployment Compensation

Allowable Use

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

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$0

Budgeted Expenditures in SFY 2023

\$1,000

Budgeted Expenditures in SFY 2024

\$0

Total Expenditures

\$1,000

Status

Task Force Review

Line Item ID: 109-3-0045

Allocation Type

Direct Allocation

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

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

Account Name

ESSER 3

Account Number

96-2600-423

Function Code

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

Object Code

423 - Custodial Services

Allowable Use

2 - Coordination of COVID-19 preparedness and response efforts.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$10,000

Budgeted Expenditures in SFY 2023

\$10,000

Budgeted Expenditures in SFY 2024

\$0

Total Expenditures

\$20,000**Status**

Task Force Review

Line Item Comment from KSDE

Added this line to replace the floor scrubber.

ESSER III APPLICATION FOR D0110

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> |
|----------------------------|--|--------------------------------------|
| Thunder Ridge Schools | 128 S Kansas, Kensington, KS 669510188 | PO Box 188, Kensington, KS 669510188 |
| <u>Superintendent Name</u> | <u>Superintendent E-mail Address</u> | <u>Superintendent Phone Number</u> |
| Keith Hall | khall@usd110.net | (785) 476-2218 |

Authorized Representative of the District Information

| <u>Name</u> | <u>Position of Title</u> | <u>E-mail Address</u> | <u>Phone Number</u> |
|-------------|--------------------------|-----------------------|---------------------|
| Keith Hall | Superintendent | khall@usd110.net | (785) 476-2218 |

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/1jzlaJFLpGi2Y6gO7nzTuWRByzaQqi_M0Q-o56uMsObQ/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?

Throughout the pandemic, our district has been fortunate to maintain face-to-face operations from August 2020 until the present, with the exception of three days when we were forced to cease operations due to high COVID numbers among our students and staff. However, our greatest concern has been individual absenteeism caused by COVID-19, non-COVID illness, and other reasons. Our daily attendance rate was down 1.2 percentage points from 2020 to 2021 and we are observing significant decline this year because of flu and omicron variant. The middle-high school average daily percent absent has increased 3 percentage points (from 4% to 7% for middle school and from 6% to 9% for high school). Days of school attendance correlate highly with better student achievement and graduation, so this increased absenteeism is of great concern to us. Thus, our focus on health and sanitation measures, to include air quality improvement in our worst facility, is something we can do to decrease student absenteeism caused by illness. We have been able to use ESSER I & II funds to address basic sanitation needs, but we have been unable to make upgrades to improve air quality until ESSER III funds were available. Improved air quality will protect our students and staff from COVID-19 and its future variants, as well as other air-borne illness, such as cold and flu. To achieve improved air quality in our building, we will replace the antiquated HVAC system with a system that meets CDC recommendation for COVID-19 mitigation by providing fresh air and air filtration. 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.

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 used a common-sense approach to engage with various stakeholder groups around the critical question: "What do you/your students need to be successful now and after the pandemic?" After implementation of the ESSER II portion of the plan, we were able to ask and listen for "How is it working? What needs remain?"

The following engagement methods were utilized to engage students:

- Teacher classroom conversations with students
- Teacher one-on-one conversations with students who were struggling
- Student Success and At-Risk Coordinator interviews with struggling students and their parents
- Student council
- Conversation with student leaders of student organizations

These common themes emerged from this dialogue:

- Students want to be in school
- Students want school to be as normal as possible (no masks, no social distancing, all the usual activities)

The district considered this stakeholder input, along with the following data:

- Student achievement data (KS Assessment, Lexia, Moby Max, ACT, and Local Content Assessments)
- Student grades (increased numbers of students on the ineligible list for sports)
- Student rates of absenteeism (district average and days missed by individual students) Daily absenteeism increased 3 percentage points at the middle/high school level since pre-COVID years. Some of this is due to illness and some is due to disengagement with school that seems to have accompanied the pandemic.
- Teacher observation of student behavior and coping difficulties

This 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 used a common-sense approach to engage with parents and families around the critical question: "What do you/your students need to be successful now and after the pandemic?" After implementation of the ESSER II portion of the plan, we were able to ask and listen for "How is it working? What needs remain?"

The following engagement methods were utilized to engage families:

- Site council meetings (meets 3 times a year)
- Parent/Teacher conferences (October 24, 2021)
- Student Success and At-Risk Coordinator interviews with struggling students and their parents
- Title I parent survey (given September, 2021)
- Steering Committee (meets monthly)
- Individual parent comments shared with board members and educators in our small community while in private settings

These common themes emerged from this dialogue:

- Parents want their kids in school
- Parents do not like remote learning
- Many parents felt that masks and social distancing were causing their children to dislike school / disengage from school
- Want school to be as normal as possible again
- Extra help as soon as students are struggling – don't wait for summer
- Communication with them if students are struggling
- Summer programs

The above information was used to draft our Comprehensive ESSER plan. The ESSER II plan was communicated to parents as school began and shared with site councils; feedback was positive. Additional feedback continued to be gathered to refine the ESSER III portion of the plan and a survey regarding the ESSER III plan was provided to parents to ensure we had not missed any critical need before submitting the plan for approval from KSDE. Thirty-seven survey responses were received back, which we estimate represents feedback from between 25% to 30% of our families given the small size of our district. All were positive about our plan. Only 3 patrons provided any suggestions outside of the things we were considering for the plan, and those weren't really allowable expenditures with ESSER dollars. The survey responses represented students from minority, special education, and F/R lunch households, although the response rates were slightly lower than the distribution in our overall population.

School and District Administrators including Special Education Administration

To develop a comprehensive plan for the use of both ESSER II and III funds, administrators met to discuss data and stakeholder response to the critical question: "What do you/your students need to be successful now and after the pandemic?" Administrators offered their own suggestions for ways these needs might be addressed. These same methods provided a feedback loop as the ESSER II portion of the plan was implemented and the ESSER III portion of the plan was finalized.

Administration met in the following manner:

- Formal weekly meetings
- Informal "sidewalk" meetings in addition to formal meetings
- Phone calls and meetings with administrators from North Central Kansas Special Education Coop, which serves the district's students with special needs

These common themes emerged from this dialogue:

- Additional staff is needed to monitor student progress to catch those who are struggling and provide "just-in-time" intervention
- Staff feel over-burdened, and yet we need them to do more to provide increased parent communication and data-tracking for better intervention
- Number of student and staff absences – need to reduce air-borne pathogens to cut down on illness
- 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 stakeholder input, along with the following data:

- Age and design of current HVAC system
- Increased staff and student absenteeism data
- Student achievement data (KS Assessment, Lexia, Moby Max, ACT, and Local Content Assessments)

The information above 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 engaged with teachers around the critical question: "What do you/your students need to be successful now and after the pandemic?" These same methods provided a feedback loop as the ESSER II portion of the plan was implemented and the ESSER III portion of the plan was finalized. Note that in our small district, we typically engage with the faculty directly rather than through formal union channels except for negotiations.

The following engagement methods were utilized:

- Monthly faculty meetings (March 22, April 12, May 3, August 31, September 16, October 19, November 16, December 14, January 18, February 17 to-date)
- Informal superintendent meetings with faculty representatives
- 2021-22 Teacher Negotiations
- Meetings with all staff in Agra to specifically discuss potential design of an HVAC system and impacts it would have to improve air quality and staff and student health

These common themes emerged from this dialogue:

- Common concerns teachers heard from their conversations from SIT meetings, P/T Conferences, and student conversations
- ESSER II supports are working – need to ensure students are assessing in a timely fashion
- Absenteeism concerns
- Teacher burnout
- Teachers are satisfied with district's response to the pandemic

The district considered this stakeholder input, along with the following data:

- Attendance data
- Student achievement data (KS Assessment, Lexia, Moby Max, ACT, and Local Content Assessments)

The above information was used to draft our ESSER plan. Through faculty meetings, the administration is in a state of constant review and refinement of plans to meet staff and student needs.

Tribes

USD 110 has 3 students who identified as Native American but they don't have connections to a tribal council. These students are all from a single household. To develop a comprehensive plan for the use of both ESSER II and III funds, our district engaged these parents around the critical question: "What do you/your students need to be successful now and after the pandemic?"

- Phone call by Keith Hall to 100% of native American parents (one family) on March 28, 2022.
- Additionally, these parents had the same input opportunities earlier in the process described under "Families"

These were the notes taken from that phone conversation:

- They had no suggestions.
- They are supportive of the district plan

The district considered this stakeholder input, along with the following data:

- Attendance and achievement data specific to these 3 Native American students

The above information was used to draft our ESSER plan. These parents also had the opportunity to participate in a survey regarding the ESSER III plan to ensure we had not missed any critical need before submitting the plan for approval from KSDE. Survey responses were received from 100% of our Native American parents.

Civil Rights Organization including Disability Rights Organizations

To develop a comprehensive plan for the use of both ESSER II and III funds, our district used a common-sense approach to engage with parents of students who are traditionally “under-served” around the critical question, “What do you/your students need to be successful now and after the pandemic?” Note, these would be students represented by Civil Rights Organizations and Disabilities groups in larger communities, although our community does not have any such organizations nearby.

The following engagement methods were utilized:

- IEP meetings
- Parent/Teacher Conferences
- Student Success and At-Risk Coordinator interviews with struggling students and their parents
- Consultation with administration and faculty of North Central Kansas Special Education Coop

These common themes emerged from this dialogue:

- Concerns regarding health of students, especially those with health conditions such as asthma
- Need to keep students in school
- Desire to perform on grade level

The district considered this stakeholder input, along with the following data:

- Achievement data of minority and students with disabilities
- Absenteeism data from minority and students with disabilities

The above information was used to draft our ESSER plan. Additional feedback continued to be gathered to refine the ESSER III portion of the plan and a survey regarding the ESSER III plan was given to stakeholders to ensure we had not missed any critical need before submitting the plan for approval. All responses were positive and supportive of the 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:

• Organizations Contacted:

- ? Kansas Action for Children – John Wilson, john@kac.org
- ? Disability Rights Center of KS – Lane Williams, lane@drckansas.org
- ? United Way of Ellis County – Erica Berges, erica@liveunited.us
- ? NAACP of Salina – Brian Fraizer (contacted through website)

While we did not hear back from everyone, we did receive positive feedback from Kansas Action for Children and Disability Rights Center of Kansas. Kansas Action for Children gave only one additional suggestion: to make sure we had taken care of any food insecurities that our students might have. This is already being addressed in our district. The Disability Rights Center of Kansas had no suggestions and said they supported our plan based upon concerns they’ve heard from parents of students with disabilities around the state. Copies of the communication sent and received have been saved as documentation of our attempt to obtain input and feedback. In our correspondence with the above organizations, we communicated about the following supports which we believe will benefit all populations of our students:

- Creation of a Designated Student Success Coordinator and At-Risk Coordinator
 - ? to monitor early warning signs of student struggle and intervene promptly to provide intervention
 - ? to provide personalized learning plans and ensure access to all learning supports already in existence in our school and community
 - ? to facilitate Student Intervention Team meetings, including school-home communications
 - ? to provide mentoring and goal setting and individual success plans for at-risk students
- Upgrade the antiquated HVAC system at Thunder Ridge Middle School 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 used a common-sense approach to engage with the groups above (if such students are enrolled in our district) around the critical question: "What do you/your students need to be successful now and after the pandemic?"

Note that USD 110 for the 2021-22 school year does not have any ESL students nor students identified as homeless, immigrant, or migrant. Input regarding students with disabilities was explained in question f above.

The district has 2 students in foster care and input was obtained in the following manner to represent their interests:

- Phone call by Keith Hall to 100% of parents of foster students on March 28, 2022.
- Additionally, these parents had the same opportunities described under "Families"

The following notes were taken during these conversations:

- They liked everything we were doing at this point and had no other suggestions
- They liked the plan we shared

The district considered this stakeholder input, along with the following data:

- Attendance and achievement data specific to these 2 foster students

The above information was used to draft our ESSER plan. These parents also had the opportunity to participate in a survey regarding the ESSER III plan to ensure we had not missed any critical need before submitting the plan for approval from KSDE. All responses received were positive and supportive of the plan.

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
- Regular monthly board meetings - The administration and board of education discussed public input received to-date and information it provided regarding student needs as we devised our ESSER III plans. Our response to the pandemic was the topic of multiple board of education meetings. The board of education meets monthly and ESSER II plans were formally shared with the board and public at the April 2021 meeting. ESSER III plans were shared at the April 2022 meeting. Feedback received was favorable. The district will continue to monitor the needs of our students as the pandemic continues to evolve and will submit changes to our plans as necessary to meet the needs of our students.

These common themes emerged from this dialogue:

- Impact of air quality on disease transmission and student/staff health
- Mental health strains on students and families caused by pandemic
- Need to keep students in school

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. Additional feedback continued to be gathered to refine the ESSER III portion of the plan and a survey link regarding the ESSER III plan was placed on the district Facebook page to ensure we had not missed any critical need before submitting the plan for approval.

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

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

After students returned to school in August 2020, assessment results showed learning loss caused by the COVID disruption in spring 2020. Graduation rates slipped from 90.5% to 88.2%, KS math assessments districtwide showed the greatest loss with students not meeting grade level standards growing from 20.75% in 2019 to 29.4% in 2021. KS ELA assessments were down several percentage points from 2019 to 2021 in many grade levels although the district average did not drop as much as in math. ACT average composite scores showed a decline of 1.6 points over that same period. The ACT composite scores from 2021-22 show a drop of 3 percentage points. The number of students with failing grades grew substantially, causing them to be on the ineligible list.

COVID-19 has caused increased student absenteeism in the district. The average daily rate of absence in 2018-19 was 4% in grade school, 4% in middle school, and 6% in high school. This year those rates are 21% for grade school, 7% for middle school, and 9% for high school. Lower attendance appears to be correlating with lower grades and test performance for most of 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)

To address the unique learning struggles of each of our students caused by the pandemic, we will use ESSER III funds to fund 2 positions to ensure that all students receive individualized monitoring of their academic, social, and emotional needs and timely intervention through the appropriate research-based programs.

1. The Student Success Coordinator will provide student mentoring and tracking of early warning indicators for all students (Allensworth, E. M., & Easton, J. Q., 2007), coordinate all Student Assistance Team meetings, and design and ensure implementation of each student's academic support plan. This individual will also coordinate weekly team meetings with teachers; provide teachers with necessary data on student achievement, attendance, and other factors; facilitate student and parent meetings to review data and progress on the plans; and oversee implementation of extended school year services when needed.

This position will assist with a Tiered Program to decrease absenteeism as described by Kearney & Graaczyk, 2014 – Tier I, promoting consistent and regular attendance; Tier II- identifying and initiating individualized interventions with students at-risk of failing into patterns of chronic absenteeism; and Tier III-conducting comprehensive and intense interventions for students (including consultations with experts, family members, etc). Additional studies meeting Tiers 1, 2, and 3 of the evidence required under Sec 8102(21) are found in the McRel North Central 2014 publication Strategies for Addressing Student and Teacher Absenteeism: A Literature Review.

SIT teams, and the referrals to the interventions listed below are included on the list of evidence-based practices approved by KSDE, so specific research studies have not been included here but can be provided if requested.

2. At-Risk Interventionist will provide tutoring and tiered interventions to students identified as being below grade level as measured by locally administered assessments. The interventionist will provide Tiered Interventions through Lexia, Lexia Core, Lexia Power Up, Moby Max, and Go Math. These interventions are on the KSDE list of evidence-based interventions, so specific research studies have not been listed here; however, they will be provided if requested.

3. Evidence-Based Programs to be utilized as part of this plan include the following (programs and assessments are being paid through non-ESSER funds). In the text above, a reference to one of the research studies meeting evidence standards has been mentioned for those strategies not included on the KSDE list of "evidence-based practices" for at-risk and Title programs.

- Lexia, Lexia Core, Lexia Power Up
- Moby Max
- Go Math
- Tiered Absenteeism Interventions
- Data tracking of early warning indicators
- Student Intervention/Assistance Teams
- Mentoring
- Tutoring

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

After the 20% set-aside has been spent as described above, the remaining funds will be spent on the air quality improvement project for the Middle School located in Agra, KS. The funds will assist with the purchase of a Mitsubishi split system for each classroom, which will allow the building to meet or exceed all CDC air quality recommendations. The total cost of the project is \$962,702. \$341,000 in ESSER III funds will be used, with the remaining funds coming from ESSER II and Capital Outlay.

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 Student Success Coordinator and At-Risk Coordinator will monitor student data to ensure that the interventions are being successful. Data used for formative and summative evaluation will include data from KS Assessments, Lexia, Moby Max, ACT, and Local Content Assessments, as well as attendance data. Data will be examined for the entire student population, as well as looked at by sub-groups to ensure that any equity gaps that may exist are addressed in any areas where plans are not producing the desired results.

Allocations

| | Direct Allocation | True Up Allocation | Total Allocation |
|-----------------------|-------------------|--------------------|------------------|
| ESSER III Allocations | \$427,380 | \$0 | \$427,380 |
| Approved Total | \$0 | \$0 | \$0 |
| Amount Left | \$427,380 | \$0 | \$427,380 |
| In Review Total | \$427,380 | \$0 | \$427,380 |
| Amount Left | \$0 | \$0 | \$0 |

| | 20% Minimum |
|-----------------------|-------------|
| ESSER III Allocations | \$85,476 |
| Approved Total | \$0 |
| Amount Still Needed | \$85,476 |
| In Review Total | \$85,500 |
| Amount Still Needed | \$0 |

Line Items

| ID | Allocation Type | Learning Loss | Function Code | Object Code | Allowable Use | Total Expenditures | Status |
|------------|-----------------|---------------|---------------|-------------|---------------|--------------------|-------------------|
| 110-3-0001 | Direct | True | 1000 | 110 | 12 | \$62,068 | Task Force Review |
| 110-3-0002 | Direct | True | 1000 | 120 | 12 | \$17,356 | Task Force Review |
| 110-3-0003 | Direct | True | 1000 | 220 | 12 | \$6,076 | Task Force Review |
| 110-3-0004 | Direct | False | 4700 | 700 | 14 | \$341,880 | Task Force Review |

Line Item Details

Line Item ID: 110-3-0001

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

Fed Certified Salaries

Account Number

07-1000-110-0

Function Code

1000 - Instruction

Object Code

110 - Regular Certified Salaries

Allowable Use

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

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$31,034**Budgeted Expenditures in SFY 2023** \$31,034**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$62,068**Status**

Task Force Review

Line Item Comment from KSDE

Per narrative: "The Student Success Coordinator will provide student mentoring and tracking of early warning indicators for all students (Allensworth, E. M., & Easton, J. Q., 2007), coordinate all Student Assistance Team meetings, and design and ensure implementation of each student's academic support plan. This individual will also coordinate weekly team meetings with teachers; provide teachers with necessary data on student achievement, attendance, and other factors; facilitate student and parent meetings to review data and progress on the plans; and oversee implementation of extended school year services when needed.

This position will assist with a Tiered Program to decrease absenteeism as described by Kearney & Graaczyk, 2014 – Tier I, promoting consistent and regular attendance; Tier II- identifying and initiating individualized interventions with students at-risk of failing into patterns of chronic absenteeism; and Tier III-conducting comprehensive and intense interventions for students (including consultations with experts, family members, etc). Additional studies meeting Tiers 1, 2, and 3 of the evidence required under Sec 8102(21) are found in the McRel North Central 2014 publication Strategies for Addressing Student and Teacher Absenteeism: A Literature Review."

Line Item ID: 110-3-0002

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

Fed Non-Certified Salaries

Account Number

07-1000-120-0

Function Code

1000 - Instruction

Object Code

120 - Regular Non-Certified Salaries

Allowable Use

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

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$8,678

Budgeted Expenditures in SFY 2023

\$8,678

Budgeted Expenditures in SFY 2024

\$0

Total Expenditures\$17,356**Status**

Task Force Review

Line Item Comment from KSDE

Per narrative: "The Student Success Coordinator and At-Risk Coordinator will monitor student data to ensure that the interventions are being successful. Data used for formative and summative evaluation will include data from KS Assessments, Lexia, Moby Max, ACT, and Local Content Assessments, as well as attendance data. Data will be examined for the entire student population, as well as looked at by sub-groups to ensure that any equity gaps that may exist are addressed in any areas where plans are not producing the desired results."

Line Item ID: 110-3-0003

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

Fed Instruction Soc. Security

Account Number

07-1000-220-0

Function Code

1000 - Instruction

Object Code

220 - Social Security Contributions

Allowable Use

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

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$3,038

Budgeted Expenditures in SFY 2023

\$3,038

Budgeted Expenditures in SFY 2024

\$0

Total Expenditures\$6,076**Status**

Task Force Review

Line Item Comment from KSDE

Per narrative: "The Student Success Coordinator and At-Risk Coordinator will monitor student data to ensure that the interventions are being successful. Data used for formative and summative evaluation will include data from KS Assessments, Lexia, Moby Max, ACT, and Local Content Assessments, as well as attendance data. Data will be examined for the entire student population, as well as looked at by sub-groups to ensure that any equity gaps that may exist are addressed in any areas where plans are not producing the desired results."

Allocation Type

Direct Allocation

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

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

Account Name

Fed Bldg Impr Property

Account Number

07-4700-700-0

Function Code

4700 - Building Improvements

Object Code

700 - PROPERTY

Allowable Use

14 - Inspection, testing, maintenance, repair, replacement and upgrade projects to improve the indoor air quality in school facilities.

| | |
|--|-----------|
| Budgeted Expenditures in SFY 2021 | \$0 |
| Budgeted Expenditures in SFY 2022 | \$170,940 |
| Budgeted Expenditures in SFY 2023 | \$170,940 |
| Budgeted Expenditures in SFY 2024 | \$0 |
| Total Expenditures | \$341,880 |

Status

Task Force Review

Line Item Comment from KSDE

Per narrative: "After the 20% set-aside has been spent as described above, the remaining funds will be spent on the air quality improvement project for the Middle School located in Agra, KS. The funds will assist with the purchase of a Mitsubishi split system for each classroom, which will allow the building to meet or exceed all CDC air quality recommendations. The total cost of the project is \$962,702. \$341,000 in ESSER III funds will be used, with the remaining funds coming from ESSER II and Capital Outlay."
Capital Improvement documentation required.

ESSER III APPLICATION FOR D0237

Status

Task Force Review

KSDE Application Comments

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

Current Directory Information

| | | |
|-----------------------------------|---|---|
| <u>District</u> | <u>Address</u> | <u>Mail Address</u> |
| Smith Center | 216 S. Jefferson, Smith Center, KS 66967 | 216 S. Jefferson, Smith Center, KS 66967 |
| <u>Superintendent Name</u> | <u>Superintendent E-mail Address</u> | <u>Superintendent Phone Number</u> |
| Dustin McEwen | dmcewen@usd237.com | (785) 282-6665 |

Authorized Representative of the District Information

| <u>Name</u> | <u>Position of Title</u> | <u>E-mail Address</u> | <u>Phone Number</u> |
|--------------------|---------------------------------|------------------------------|----------------------------|
| Linda Robinson | USD 237 Treasurer | lrobinson@usd237.com | (785) 282-6665 |

| | |
|--|--|
| <u>Other District Representative 1 - Name</u> | <u>Other District Representative 1 - E-mail Address</u> |
| Roberta Reinking | breinking@usd237.com |

| | |
|--|--|
| <u>Other District Representative 2 - Name</u> | <u>Other District Representative 2 - E-mail Address</u> |
|--|--|

Plan for Safe Return

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

<https://www.usd237.org/vimages/shared/vnews/stories/61d85a39cb975/Return%20to%20In-Person%20Instruction%20and%20Continuity%20of%20Services%20Dec.%202021%20USD%20237.pdf>

Use of Funds for CDC Guidance

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

USD 237 is working closely with Smith County Health, the medical providers at Smith County Memorial Hospital, and medical providers at Smith County Family Practice for guidance related to safely operating in-person learning for this year and for the following years. The goal is to remain open to allow us to provide quality instruction and keep the learning environment safe for all stakeholders. The use of our funds will be reviewed by our local BOE and KSDE to ensure that our expenditures align with best practice, help address learning loss, and promote safety. The funds will be utilized in a variety of areas: staff, technology, curriculum, sanitation, and physical plant needs. We will continue our improved cleaning and sanitizing practices implemented during the height of the pandemic.

Stakeholder Engagement

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

Students

To consult with students the superintendent met with the STUCO officers, FFA officers, and Art club officers. During the meeting it was explained what the ESSER funds are allowed to be utilized for and how student input is important in the process. The students provided good feedback and had some great ideas. The student felt it would be very beneficial to improve the JR/SR high school wi-fi speed and connectivity. They also felt that the students needed their own chromebooks to allow for a true one-one chromebook experience. We have addressed improving the connectivity and speed of our Wi-fi with ESSER II. We ordered part of the chromebooks with our ESSER II funds to help us move toward a true one-to-one. The meeting with the students indicates additional student technology is an area we should address. The students were not in favor of summer school, but did feel after-school and before school tutoring would be a beneficial area to utilize funds and that it would be utilized. When asked about instructional materials they felt that several subject areas could use updated materials. A survey was given to the junior high and high school students to gain insight on what they felt should be considered for ESSER fund use. We had great participation with 84.5% of the students responding to the survey. The top areas indicated from the students were:

- Offering additional extracurricular activities (58%)
126 of the 164 surveys prioritize extracurricular activities as very important or important
- Providing additional student technology (51%)
122 of the 164 surveys prioritize student technology as very important or important
- Expanded social and emotional learning (35%)
- Facility Upgrades that support student health needs (35%)
- Additional instructional materials and resources (34%)

Our plan addresses student technology with the purchase of chromebooks to move towards a true one-to-one practice. We have plans for instructional materials and are actively looking for a social emotional curriculum to address student needs.

Families

Our families were given information about ESSER III at our spring parent teacher conferences. We had a great turn out and received lots of feedback from the 171 parent surveys that were filled out. Conservatively estimating that each survey represents two of our students, the survey responses represent at minimum 80% of our students. The surveys and conversations indicated that the parents would like to have us consider the following in our ESSER plan:

- Expanded social and emotional learning (42%)
- After school tutoring programs (38%)
- Providing additional technology for student use (37%)
- Additional instructional materials and resources (34%)

We are addressing their considerations in our plan by employing additional staff, researching social emotional curriculum to purchase, and adding technology for students. Our plan has additional instructional resources and we plan to add personnel. We currently have tutoring time at the JR/SR HS level.

School and District Administrators including Special Education Administration

We are a small school and have three administrators (2 principals and 1 superintendent). We met a minimum of once a month as an administrative team and had numerous individual meetings to discuss our ESSER III plan. The building principals have been very instrumental in identifying the needs within their buildings and we are in solidarity with our plan. We need technology, instructional materials and staff. USD 237 works with the North Central Kansas Special Educational Cooperative for our special education services. The district has collaborated with NCKSEC director and assistant director to ensure our ESSER III plan supported the needs of all populations of students. ESSER III fund usage is discussed in our monthly council of superintendent meetings with NCKSEC.

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

USD 237 took time during a district inservice day to meet with teachers and school staff regarding our ESSER III plan. It was a productive meeting where they were able to learn about the authorized uses of the ESSER funds and we were able to have an open dialogue about the needs they saw. Individual staff have emailed and spoken directly to the superintendent regarding how they feel the funds can best be utilized to meet the needs of our district and students. Staff were also given a survey to help get data in regards to their input. The staff survey results indicated:

- Additional instructional materials and resources (68%)
- Additional personnel and staff support for academic interventions (65%)
- Expanded social and emotional learning services (43%)

Each of these identified areas are important areas to utilize ESSER Funds. Our current plan addresses their input as we are addressing instructional materials and hiring more staff. Our two counselors and building principals are researching social emotional curriculum for the district and we will be including that piece when we find the program that will meet our needs. Additional updated instructional materials and resources will help our students with learning loss. The updated materials will be better aligned with standards, have on-line components, and current topics which will help the students.

Tribes

We do not have tribal lands within 50 miles of USD 237. We did identify eight students through our school information system that identified as American Indian or Alaska Native. The eight students were from five different families. The building principals reached out to families to get input. The individual phone calls or individual meetings were helpful in gathering information regarding how the families felt we could best meet their needs. Updated facilities and the best technology available for their kids was mentioned in the personal conversation with one family as being very important to them. In addition, the families were provided an opportunity to fill out a survey to help us prioritize how to utilize funds. One stakeholder on the community survey identified themselves as a Native American Tribe Member and a parent. They supported:

- Additional personnel and staff support for academic intervention
- Additional behavioral support and interventions
- Additional instructional materials and resources
- Expanded social and emotional learning and mental health services

Additionally, the building principals individually spoke with the students in grade 5-12 that identified as American Indian or Alaska Native. Overall they felt the items on our survey were all good and the students could benefit from any of the items we were considering. The most supported items on the survey were technology for students, social and emotional services, facility upgrades, and cleaning and sanitizing.

Civil Rights Organization including Disability Rights Organizations

We reached out to the United Way of Ellis County as Smith County does not have a local United Way. The executive director identified expanded social and emotional learning and mental health services as a beneficial consideration. She also mentioned additional instructional materials and resources for teachers and for the library as good use of the ESSER III dollars. Keeping summer lunch programs up and running was important to the executive director. As the list of allowable expenses was covered she felt all the supports I mentioned seemed like positive items to consider.

We also reached out to the Kansas Human Rights Commission. An email was received from Executive Director Ruth Glover, stating that "the Kansas Human Rights Commission has not established requirements or guidance regarding ESSER III funding plans."

The third group we reached out to was the Disability Rights Center of Kansas. Lane Williams, legal director for DRC, responded by email after a personal phone conversation. He explained that his organization has received numerous calls from parents of children with disabilities expressing concerns about the harmful disruption to the educational progress of their children due to the pandemic. He endorsed additional supports and services such as summer enrichment and after school tutoring to help students with disabilities.

Six of our parent surveys were returned that indicated they were representing a child with disabilities. The survey results showed the most support for summer learning opportunities, after school tutoring, teacher professional development, and expanded social and emotional learning. We offer summer school and after school tutoring services. Additional staff that will help students that experienced learning loss and we plan to expand our social and emotional learning programs with a greater emphasis on resources to teach social emotional skills. We will look to expand our summer school and afterschool tutoring programs. Eight of our student surveys identified as students with disabilities: 87.5 % indicated providing additional student technology was important/very important.

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

USD 237 has a very small population of English Language Learners and Migratory Students. In an effort to get stakeholder input we reached out to Tim Thornton. Mr. Thornton is the migrant educator for Northwest Kansas Educational Service Center out of Oakley and has helped us secure services for our migrant population. Mr. Thornton recommended and mentioned using the funds for tutoring services, technology, and bilingual materials. The tutoring service will be an area we look to provide during the school day and before/after school.

We also reached out to Aronda Strutt who is the Executive Director of CASA of the 17th Judicial District. Smith County is in the 17th district. CASA represents students in foster care and other underserved students. Mrs. Strutt recommended professional learning for staff in the area of trauma-informed practices as the students CASA represents have often experienced trauma which can impact their academic performance. Focusing on academics is often not a high priority for the students she represents as they are dealing with other issues outside of school. She also mentioned expanded social emotional services and behavior support, as two ways to help the students she represents.

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

The district conducted a community survey to get more input from stakeholders in the community. Our community survey indicated support for:

- After school tutoring (65%)
- Summer Learning Programs (58%)
- Expanded Social and Emotional Learning Services (51.2%)

We already have a school tutoring program in place, but will determine if we can expand the program. Summer school is already in place for USD 237. As previously mentioned in our application, our counselors are looking for a social emotional curriculum that meets our needs.

We also met with members of the local Kiwanis Club as they are a service organization that seeks to serve the needs of children and improve literacy. Their members had some very solid ideas and voiced that we were on the right track with some of the ideas we mentioned. Summer School and After-School / Before School tutor was strongly supported. Behavior and Social-Emotional support was also supported.

Using all of this feedback and input helped to confirm the direction and use of these funds. Additionally, we will plan to provide feedback to the community in one or more of the following ways:

We will use the charts and graphs from the results of the survey to create a brief PowerPoint or InfoGraphic of the information and send this information to all stakeholders via email or post on our website.

We will share the results of the survey and other feedback loops with any new or existing district and school leadership teams, Site Councils, planning teams, focus groups, etc.

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

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

COVID-19 has impacted our district by learning loss through decreased personal contact with teachers and staff members. Students and staff were negatively impacted socially and emotionally due to social distancing, masking, and quarantine. We protected in-person instruction for most students, however quarantines and remote learning have had an impact throughout the 2021-2022 school year. Increased costs have been experienced due to the need to employ substitutes for teacher absences due to quarantine or precautionary absences. The elementary school saw a decline in reading fluency in K-3 according to our NWEA map scores. In addition, we saw a decline in the number of students at level 3 & 4 on state assessments. The high school experienced a decline in our ACT scores with the 2020 scores falling below the state average for the first time since 2015. Results from the KCTC student surveys indicate that our students are struggling emotionally. There was approximately a 12% increase in students responding to feeling sad or hopeless in 2021 compared to 2020. Our students will continue to need trained staff who can provide additional support and resources in order to be proficient in all areas.

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

The COVID-19 pandemic has illuminated for us the need to have an instructional coach or specialist who specifically works with and supports teachers in the identification, development, and aligned implementation of effective, impactful, evidence-based instructional practices, interventions, benchmarking, and progress monitoring. Our academic data shows that, in general, our students have not demonstrated typical achievement and/or growth between school years. We have seen our state assessment scores decrease in Math and ELA. District wide in Math the percentage of students scoring in Level 1 or Level 2 (lowest levels) in 2021 compared to 2019 increased 10.74%. District wide in ELA the percentage of students scoring in Level 1 or Level 2 (lowest levels) in 2021 compared to 2019 increased 5.89%. The percentage of students that scored in the Level 4 category in math was alarming in 2021 as overall only 3.33% of our students reached Level 4. To directly address the academic impact of lost instructional time we are planning on hiring an instructional coach or specialist. An instructional coach can model evidence-based and high-impact instruction for and with our teachers, and this position can even work directly with students in small-group or individualized instructional settings to further determine, develop, and implement instruction to mitigate the impacts and effects of learning loss.

Additionally, the person in this position will help our district align curriculum and evaluate our continuous improvement process. Empirical and peer-reviewed evidence suggests HERE (https://ies.ed.gov/ncee/edLabs/regions/midatlantic/askarel_123.asp) that the implementation of instructional coaches can positively and significantly impact teacher effectiveness through mentoring, instructional planning, and instructional efficacy. This, in turn, supports and impacts improved student learning. Therefore, we plan to employ an instructional coach or specialist with these specific funds to support teacher professional learning and growth specifically targeted to address student learning loss.

We will also use the funds to address the impact of lost instructional time by purchasing individualized educational programs to improve reading and math skills. IXL is a program that uses insights from the student work in the curriculum and uses real-time diagnostic to personalize instruction for each learner. The student will build on their knowledge and review gaps in their learning. Evidence for IXL can be found HERE (<https://www.ixl.com/research/ESSA-Research-Report.pdf>). This study found that the use of IXL had a positive and statistically significant effect on student academic achievement in both math and reading. In addition, students with higher levels of IXL usage experienced greater growth in both subjects.

Another evidenced based program we purchased to address learning loss due to the pandemic is Wilson Phonics. Evidence for Wilson Phonics can be found HERE (<https://ies.ed.gov/ncee/wwc/Intervention/738>). It is a Tier 3 on What Works Clearinghouse and was found to have potentially positive effects on alphabetics.

We plan to utilize Renaissance Accelerated Reader to help improve reading scores across the district. Evaluating our data for the winter 2022 MAPS reading testing for grades 4, 5, and 6 we found that 56% of our students were below grade level. On their website they state Accelerated Reader will allow us to: "Motivate, monitor, and manage students' independent reading practice with Accelerated Reader and watch as students develop a true love for reading." Evidence can be found HERE (<https://ies.ed.gov/ncee/wwc/EvidenceSnapshot/14>)and HERE (<https://doc.renlearn.com/KMNet/R61323.pdf>).

The district will also purchase Learning A-Z Raz kids and Corrective Reading to support student learning and address the learning loss due to Covid-19. Evidence can be found HERE ([https://www.learninga-z.com/site/resources/research-and-efficacy#:~:text=Learning%20A%2DZ%20products%20blend%20teacher,and%20backed%20by%20efficacy%20studies\)for](https://www.learninga-z.com/site/resources/research-and-efficacy#:~:text=Learning%20A%2DZ%20products%20blend%20teacher,and%20backed%20by%20efficacy%20studies)for) Learning A-Z. Evidence for Corrective Reading can be found HERE (<https://www.evidenceforessa.org/programs/reading/corrective-reading-elementary>) and HERE (<https://ies.ed.gov/ncee/wwc/EvidenceSnapshot/120>).

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

We will use these funds to support additional staff to help reduce class sizes which will also help us address learning loss and promote social distancing. We will also continue with some extra hours for a part-time math teacher and employing a custodian person we had approved on our ESSER II plan. It is also critical that we retain our current staff that have heroically helped us stay open and provide quality instruction through the difficulties of Covid. We will be offering retention pay to our staff that continues on with USD 237. It is important for the district to improve our technology and increase the number of chromebooks so our students will not have to share devices, have devices that will work with current programs, and teachers can fully utilize best-practices with their students. We have plans to update older HVAC units located in our technology building. Instructional materials will be purchased to help address learning loss and make instruction more effective, by selecting material that will better align with standards, have on-line components, and more current relevant materials to engage students. USD 237 staff and parents have identified a need to address social emotional learning for our students. We have seen a growth in mental health needs and need to address social skills because of the COVID pandemic. We would like to purchase a social emotional curriculum that is evidence based to help meet this need and are currently researching what curriculum we feel will meet the needs of our students.

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

USD 237 will determine the impact of allocated expenditures by continuing to track the data used to determine its specific needs in areas that include academics, staff retention, and safe facilities. Academic performance will primarily be measured using Fastbridge as we move to it next year. Incorporating Fastbridge into our district will help us pinpoint deficiencies in areas that need improvement in our students. We will also use supporting measures such as results from the Kansas Assessments and the ACT. Determination of social and emotional impacts will be evaluated through the Kansas Communities that Care survey, as well as anecdotal feedback from staff, students, and parents. Academic and social/emotional effects will also be reflected through monitoring of attendance data and graduation rates. As we implement a new social and emotional curriculum we anticipate gains in the social and emotional skills of our students. We will be focusing on the reading and math interventions from data gathered from Fastbridge next year, but plan to use the SAEBR's survey included with Fastbridge to identify areas our students need interventions. We will diligently track and monitor the data above in hopes to see improvement in the academic and social emotional development of our students and student sub-groups.

Allocations

| | Direct Allocation | True Up Allocation | Total Allocation | | 20% Minimum |
|-----------------------|-------------------|--------------------|------------------|-----------------------|-------------|
| ESSER III Allocations | \$656,592 | \$0 | \$656,592 | ESSER III Allocations | \$131,319 |
| Approved Total | \$0 | \$0 | \$0 | Approved Total | \$0 |
| Amount Left | \$656,592 | \$0 | \$656,592 | Amount Still Needed | \$131,319 |
| In Review Total | \$597,679 | \$0 | \$597,679 | In Review Total | \$152,749 |
| Amount Left | \$58,913 | \$0 | \$58,913 | Amount Still Needed | \$0 |

Line Items

| ID | Allocation Type | Learning Loss | Function Code | Object Code | Allowable Use | Total Expenditures | Status |
|------------|-----------------|---------------|---------------|-------------|---------------|--------------------|-------------------|
| 237-3-0001 | Direct | True | 1000 | 610 | 12 | \$7,295 | Task Force Review |
| 237-3-0002 | Direct | True | 1000 | 736 | 9 | \$9,614 | Task Force Review |
| 237-3-0003 | Direct | True | 1000 | 736 | 9 | \$1,316 | Task Force Review |
| 237-3-0004 | Direct | True | 1000 | 644 | 9 | \$1,872 | Task Force Review |
| 237-3-0005 | Direct | True | 1000 | 736 | 9 | \$8,350 | Task Force Review |
| 237-3-0006 | Direct | True | 1000 | 110 | 3 | \$97,552 | Task Force Review |
| 237-3-0007 | Direct | True | 1000 | 290 | 3 | \$19,288 | Task Force Review |
| 237-3-0008 | Direct | True | 1000 | 220 | 3 | \$7,462 | Task Force Review |
| 237-3-0009 | Direct | False | 1000 | 736 | 9 | \$6,928 | Task Force Review |
| 237-3-0010 | Direct | False | 1000 | 110 | 12 | \$101,464 | Task Force Review |
| 237-3-0011 | Direct | False | 1000 | 220 | 12 | \$7,762 | Task Force Review |
| 237-3-0012 | Direct | False | 1000 | 110 | 16 | \$78,000 | Task Force Review |
| 237-3-0013 | Direct | False | 2122 | 110 | 16 | \$4,000 | Task Force Review |
| 237-3-0014 | Direct | False | 1000 | 120 | 16 | \$16,000 | Task Force Review |
| 237-3-0015 | Direct | False | 2400 | 120 | 16 | \$6,000 | Task Force Review |
| 237-3-0016 | Direct | False | 2700 | 120 | 16 | \$12,000 | Task Force Review |
| 237-3-0017 | Direct | False | 3100 | 120 | 16 | \$14,000 | Task Force Review |
| 237-3-0018 | Direct | False | 2600 | 120 | 16 | \$16,000 | Task Force Review |
| 237-3-0019 | Direct | False | 2410 | 110 | 16 | \$6,000 | Task Force Review |
| 237-3-0020 | Direct | False | 2312 | 120 | 16 | \$2,000 | Task Force Review |
| 237-3-0021 | Direct | False | 2313 | 120 | 16 | \$2,000 | Task Force Review |
| 237-3-0022 | Direct | False | 1000 | 220 | 16 | \$11,934 | Task Force Review |
| 237-3-0023 | Direct | False | 1000 | 260 | 16 | \$0 | Task Force Review |
| 237-3-0024 | Direct | False | 1000 | 110 | 12 | \$12,000 | Task Force Review |
| 237-3-0025 | Direct | False | 2600 | 600 | 7 | \$10,000 | Task Force Review |
| 237-3-0026 | Direct | False | 1000 | 736 | 9 | \$75,000 | Task Force Review |
| 237-3-0027 | Direct | False | 4700 | 400 | 14 | \$35,000 | Task Force Review |
| 237-3-0028 | Direct | False | 2600 | 120 | 15 | \$26,000 | Task Force Review |
| 237-3-0029 | Direct | False | 2600 | 220 | 15 | \$1,987 | Task Force Review |
| 237-3-0030 | Direct | False | 2600 | 270 | 15 | \$855 | Task Force Review |

Line Item Details

Line Item ID: 237-3-0001

Allocation Type

Direct Allocation

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

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

Account Name

SCE Teaching Supplies

Account Number

06-13950

Function Code

1000 - Instruction

Object Code

610 - General Supplies and Materials

Allowable Use

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

| | |
|--|----------------|
| Budgeted Expenditures in SFY 2021 | \$0 |
| Budgeted Expenditures in SFY 2022 | \$7,295 |
| Budgeted Expenditures in SFY 2023 | \$0 |
| Budgeted Expenditures in SFY 2024 | \$0 |
| Total Expenditures | <u>\$7,295</u> |

Status

Task Force Review

Line Item ID: 237-3-0002

Allocation Type

Direct Allocation

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

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

Account Name

Comp software

Account Number

08-18700

Function Code

1000 - Instruction

Object Code

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

Allowable Use

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

| | |
|--|----------------|
| Budgeted Expenditures in SFY 2021 | \$0 |
| Budgeted Expenditures in SFY 2022 | \$0 |
| Budgeted Expenditures in SFY 2023 | \$4,807 |
| Budgeted Expenditures in SFY 2024 | \$4,807 |
| Total Expenditures | <u>\$9,614</u> |

Status

Task Force Review

Line Item ID: 237-3-0003

Allocation Type

Direct Allocation

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

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

Account Name

Comp software

Account Number

08-18700

Function Code

1000 - Instruction

Object Code

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

Allowable Use

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

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$0

Budgeted Expenditures in SFY 2023

\$658

Budgeted Expenditures in SFY 2024

\$658

Total Expenditures

\$1,316

Status

Task Force Review

Line Item ID: 237-3-0004

Allocation Type

Direct Allocation

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

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

Account Name

textbooks

Account Number

56-53050

Function Code

1000 - Instruction

Object Code

644 - Textbooks

Allowable Use

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

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

\$1,872

Status

Task Force Review

Line Item ID: 237-3-0005

Allocation Type

Direct Allocation

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

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

Account Name

Comp software

Account Number

08-18700

Function Code

1000 - Instruction

Object Code

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

Allowable Use

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

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$4,175**Budgeted Expenditures in SFY 2024** \$4,175**Total Expenditures** \$8,350**Status**

Task Force Review

Line Item ID: 237-3-0006

Allocation Type

Direct Allocation

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

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

Account Name

Teacher /Salary

Account Number

06-12900

Function Code

1000 - Instruction

Object Code

110 - Regular Certified Salaries

Allowable Use

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

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$48,776**Budgeted Expenditures in SFY 2024** \$48,776**Total Expenditures** \$97,552**Status**

Task Force Review

Line Item ID: 237-3-0007

Allocation Type

Direct Allocation

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

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

Account Name

Dist. Health Insurance Fringe

Account Number

06-16450

Function Code

1000 - Instruction

Object Code

290 - Other Employee Benefits

Allowable Use

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

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$0

Budgeted Expenditures in SFY 2023

\$9,644

Budgeted Expenditures in SFY 2024

\$9,644

Total Expenditures

\$19,288

Status

Task Force Review

Line Item ID: 237-3-0008

Allocation Type

Direct Allocation

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

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

Account Name

SS

Account Number

06-16270

Function Code

1000 - Instruction

Object Code

220 - Social Security Contributions

Allowable Use

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

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$0

Budgeted Expenditures in SFY 2023

\$3,731

Budgeted Expenditures in SFY 2024

\$3,731

Total Expenditures

\$7,462

Status

Task Force Review

Line Item ID: 237-3-0009

Allocation Type

Direct Allocation

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

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

Account Name

Comp software

Account Number

08-18700

Function Code

1000 - Instruction

Object Code

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

Allowable Use

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

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$3,464**Budgeted Expenditures in SFY 2023** \$1,732**Budgeted Expenditures in SFY 2024** \$1,732**Total Expenditures** \$6,928**Status**

Task Force Review

Line Item ID: 237-3-0010

Allocation Type

Direct Allocation

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

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

Account Name

Salary/ Teacher Elementary

Account Number

06-12950

Function Code

1000 - Instruction

Object Code

110 - Regular Certified Salaries

Allowable Use

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

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$50,732**Budgeted Expenditures in SFY 2024** \$50,732**Total Expenditures** \$101,464**Status**

Task Force Review

Line Item ID: 237-3-0011

Allocation Type

Direct Allocation

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

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

Account Name

SS

Account Number

06-16270

Function Code

1000 - Instruction

Object Code

220 - Social Security Contributions

Allowable Use

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

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$3,881**Budgeted Expenditures in SFY 2024** \$3,881**Total Expenditures** \$7,762**Status**

Task Force Review

Line Item ID: 237-3-0012

Allocation Type

Direct Allocation

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

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

Account Name

Instruction Teacher/Salary

Account Number

06-12900

Function Code

1000 - Instruction

Object Code

110 - Regular Certified Salaries

Allowable Use

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

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$39,000**Budgeted Expenditures in SFY 2024** \$39,000**Total Expenditures** \$78,000**Status**

Task Force Review

Line Item ID: 237-3-0013

Allocation Type

Direct Allocation

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

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

Account Name

Salary/Counselor

Account Number

06-1460

Function Code

2122 - Counseling Services

Object Code

110 - Regular Certified Salaries

Allowable Use

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

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: 237-3-0014

Allocation Type

Direct Allocation

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

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

Account Name

Salary Non-Certified Aid

Account Number

06-13120

Function Code

1000 - Instruction

Object Code

120 - Regular Non-Certified Salaries

Allowable Use

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

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$0

Budgeted Expenditures in SFY 2023

\$8,000

Budgeted Expenditures in SFY 2024

\$8,000

Total Expenditures

\$16,000

Status

Task Force Review

Line Item ID: 237-3-0015

Allocation Type

Direct Allocation

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

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

Account Name

Salary/Clerical

Account Number

06-13150

Function Code

2400 - Support Services (School Administration)

Object Code

120 - Regular Non-Certified Salaries

Allowable Use

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

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: 237-3-0016

Allocation Type

Direct Allocation

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

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

Account Name

Salary Reg Rts

Account Number

06-33200

Function Code

2700 - Student Transportation Services

Object Code

120 - Regular Non-Certified Salaries

Allowable Use

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

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$6,000**Budgeted Expenditures in SFY 2024** \$6,000**Total Expenditures** \$12,000**Status**

Task Force Review

Line Item ID: 237-3-0017

Allocation Type

Direct Allocation

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

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

Account Name

Salary Food Service

Account Number

24-45150

Function Code

3100 - Food Service Operations

Object Code

120 - Regular Non-Certified Salaries

Allowable Use

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

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$7,000**Budgeted Expenditures in SFY 2024** \$7,000**Total Expenditures** \$14,000**Status**

Task Force Review

Line Item ID: 237-3-0018

Allocation Type

Direct Allocation

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

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

Account Name

Salary Custodian

Account Number

06-14750

Function Code

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

Object Code

120 - Regular Non-Certified Salaries

Allowable Use

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

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$8,000**Budgeted Expenditures in SFY 2024** \$8,000**Total Expenditures** \$16,000**Status**

Task Force Review

Line Item ID: 237-3-0019

Allocation Type

Direct Allocation

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

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

Account Name

Salary Administration

Account Number

06-12150

Function Code

2410 - Office of the Principal Services

Object Code

110 - Regular Certified Salaries

Allowable Use

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

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: 237-3-0020

Allocation Type

Direct Allocation

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

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

Account Name

Salary /Administration

Account Number

06-12050

Function Code

2312 - Board Clerk/Deputy Clerk/Clerk Services

Object Code

120 - Regular Non-Certified Salaries

Allowable Use

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

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$1,000**Budgeted Expenditures in SFY 2024** \$1,000**Total Expenditures** \$2,000**Status**

Task Force Review

Line Item ID: 237-3-0021

Allocation Type

Direct Allocation

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

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

Account Name

Salary-District Treasurer

Account Number

06-12100

Function Code

2313 - Board Treasurer Services

Object Code

120 - Regular Non-Certified Salaries

Allowable Use

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

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$1,000**Budgeted Expenditures in SFY 2024** \$1,000**Total Expenditures** \$2,000**Status**

Task Force Review

Line Item ID: 237-3-0022

Allocation Type

Direct Allocation

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

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

Account Name

SS

Account Number

06-16270

Function Code

1000 - Instruction

Object Code

220 - Social Security Contributions

Allowable Use

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

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$5,967**Budgeted Expenditures in SFY 2024** \$5,967**Total Expenditures** \$11,934**Status**

Task Force Review

Line Item ID: 237-3-0023

Allocation Type

Direct Allocation

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

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

Account Name

Unemployment

Account Number

06-16370

Function Code

1000 - Instruction

Object Code

260 - Unemployment Compensation

Allowable Use

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

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$0

Budgeted Expenditures in SFY 2023

\$0

Budgeted Expenditures in SFY 2024

\$0

Total Expenditures

\$0

Status

Task Force Review

Line Item ID: 237-3-0024

Allocation Type

Direct Allocation

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

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

Account Name

Extra Duty

Account Number

06-16050

Function Code

1000 - Instruction

Object Code

110 - Regular Certified Salaries

Allowable Use

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

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$0

Budgeted Expenditures in SFY 2023

\$0

Budgeted Expenditures in SFY 2024

\$12,000

Total Expenditures

\$12,000

Status

Task Force Review

Line Item ID: 237-3-0025

Allocation Type

Direct Allocation

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

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

Account Name

Custodial Supplies

Account Number

06-15950

Function Code

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

Object Code

600 - SUPPLIES AND MATERIALS

Allowable Use

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

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: 237-3-0026

Allocation Type

Direct Allocation

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

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

Account Name

Computer Hardware

Account Number

08-18700

Function Code

1000 - Instruction

Object Code

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

Allowable Use

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

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$0

Budgeted Expenditures in SFY 2023

\$37,500

Budgeted Expenditures in SFY 2024

\$37,500

Total Expenditures

\$75,000

Status

Task Force Review

Line Item ID: 237-3-0027

Allocation Type

Direct Allocation

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

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

Account Name

Building Improvements

Account Number

16-20625

Function Code

4700 - Building Improvements

Object Code

400 - PURCHASED PROPERTY SERVICES

Allowable Use

14 - Inspection, testing, maintenance, repair, replacement and upgrade projects to improve the indoor air quality in school facilities.

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

\$35,000

Status

Task Force Review

Line Item Comment from KSDE

Allowable if CDC guidelines are met. Capital Improvement documentation required.

Line Item ID: 237-3-0028

Allocation Type

Direct Allocation

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

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

Account Name

Salary Custodian

Account Number

16-15050

Function Code

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

Object Code

120 - Regular Non-Certified Salaries

Allowable Use

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

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$0

Budgeted Expenditures in SFY 2023

\$0

Budgeted Expenditures in SFY 2024

\$26,000

Total Expenditures

\$26,000

Status

Task Force Review

Line Item ID: 237-3-0029

Allocation Type

Direct Allocation

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

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

Account Name

SS Custodian

Account Number

06-16240

Function Code

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

Object Code

220 - Social Security Contributions

Allowable Use

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

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$0

Budgeted Expenditures in SFY 2023

\$0

Budgeted Expenditures in SFY 2024

\$1,987

Total Expenditures

\$1,987

Status

Task Force Review

Line Item ID: 237-3-0030

Allocation Type

Direct Allocation

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

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

Account Name

Work Comp Custodian

Account Number

06-16330

Function Code

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

Object Code

270 - Worker's Compensation

Allowable Use

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

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$0

Budgeted Expenditures in SFY 2023

\$0

Budgeted Expenditures in SFY 2024

\$855

Total Expenditures

\$855

Status

Task Force Review

ESSER III APPLICATION FOR D0252

Status

Task Force Review

KSDE Application Comments

Please update your stakeholder narratives for the following groups:

Tribes
Civil Rights

Please use the toolkit in helping to answer these questions.

https://docs.google.com/document/d/1axRNqx_atmSXg3WebTBgZ2Aqrcf96SY_Zi7y0ycBJTw/edit

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

Current Directory Information

| <u>District</u> | <u>Address</u> | <u>Mail Address</u> |
|----------------------------|--|------------------------------------|
| Southern Lyon County | 100 Commercial St., Ste. A, Hartford, KS 66854 | Box 278, Hartford, KS 66854 |
| <u>Superintendent Name</u> | <u>Superintendent E-mail Address</u> | <u>Superintendent Phone Number</u> |
| Michael Argabright | margabright@usd252.org | (620) 392-5519 |

Authorized Representative of the District Information

| <u>Name</u> | <u>Position of Title</u> | <u>E-mail Address</u> | <u>Phone Number</u> |
|-------------------|--------------------------|-----------------------|---------------------|
| Dedra K Stutesman | Board Clerk | dstutesman@usd252.org | (620) 392-5519 |

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/1478727/USD_252_Covid_Mitigation_Plan_Summer_and_School_year_2021-22_2_.pdf

Use of Funds for CDC Guidance

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

USD 252 is working in conjunction with the Lyon County Health Department, KSDE, Newman Regional Health, KDHE, and neighboring school districts to remain informed with knowledge based guidance on the latest COVID variant(s) and safety protocol in order for the district to operate schools in the safest, best learning manner. Our mitigation plan is reviewed, updated, and approved each month by our local Board of Education. The mitigation provided runs parallel to the recommendations of our local health officials with learning conditions adjusted as the Administration and Board of Education balance safety and educational need. USD 252 has found this method of planning and partnership to be an effective tool in our ability to provide in person instruction during the 2021-22 School Year with minimal COVID remote learning students. This course of safety protocol for in person instruction will be continued along with additional partnerships and relations as opportunities become available. USD 252 strives to continue with our success and provide each student and staff member the safest, most effective methods and models for student learning and a successful 2022-23 School Year.

Stakeholder Engagement

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

Students

Student leadership organizations in the Junior High and High School such as Student Council and Grade Level Leaders are instrumental in the planning of each school year with dedicated student engagement opportunities and activities. These students within each building represent the student body as a whole enabling each principal and other adult leaders and teachers the opportunity to seek input and guidance. Each principal and or Grade Level Teacher within the district met with their respective student leadership groups to provide information about ESSER III funding, allowable expenditures and instructional (additional support and content area) specific needs assessment in areas where the student feel are underserved. The principals, teachers, and student leadership representatives also discussed the best practice for distributing student surveys and need assessments. An online survey was conducted and distributed to all students within the district (a total of 277 students). Of those 277 students, 59% of the students or 161 students completed and submitted the survey. The survey was a great success and a very useful tool. The survey allowed the Administration and Board of Education to see through the eyes of the students the areas where they feel are needed and underserved. Those needs were Academic Aides and supplies - including software.

Families

Family units have been stretched and stressed during the COVID-19 pandemic. With each family unit being affected differently, USD 252 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 252 has established lines of communication with the family units via social media platforms like Facebook and Twitter, utilization of the District website, and group messaging software like Shoutout. Updating and maintaining those platforms allow current district practices and policies to be available to all patrons and family units. To order to address ESSER III Funds with the patrons and family units within the district, the district distributed surveys to 463 patrons/families. 10% or 46 were returned. Although, the survey was not a success, after much discussion with the Board of Education Members at the next regular Board Meeting, it was clear that patrons had communicated with their respective Board Member the areas of need/concern and ideas on how to expend the money to help improve those items or areas of reference. The family units and patrons very openly expressed through their Board Members Representatives, their focus of expenditures to point towards additional instructional support in the areas of Math (Elementary, Junior High and High School) and Summer/After School Programs.

School and District Administrators including Special Education Administration

USD 252 Administrative Council (Superintendent, Principals and Special Ed Directors) meet at a minimum of once a month to review and update the mitigation plan and assessment data to address the needs in each of their specific areas within the school district. The collaboration of the directors is instrumental in the ESSER planning process. This Team of Professionals expressed a growing concern for the continued notice of learning loss to all ages of students in the areas of Math and Literacy. Literacy curriculum will be purchased and a Math Interventionist for Grades 7-12 will be hired 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 (school) schedule. Keeping students and teachers on a schedule allows them to form a routine and bond with their peers allowing a safe opportunity to communicate, question, socialize and engage in healthy social-emotional interaction. Continuing with these routines during the after school hours and summer days allow the district personnel to connect with the students needing additional support.

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

As with Students; Teachers and their bargaining unit and Classified Employees play a vital part of the planning process for each school year. School Year 2022-23 is no different. Although the initial shock of the COVID-19 Pandemic has minimized, the continuous strain on the teachers, staff, and substitutes is very real and very much an issue. Teacher and staff driven committees were utilized in the ESSER III planning by two different methods. First, Teachers helped facilitate the student planning meetings with their respective Grade Level Student Leaders. Second, Teachers and Staff Members were surveyed by the Administrators to address funding needs associated with ESSER III. 93% of the Teachers and Staff completed the survey. Collaboration between the Teachers and the Classified Staff Members resulted in similar survey results. Survey results showed a desire for staff retention pay, increase in substitute pay, and additional software/classroom budget spending. As many school districts in Kansas, substitute teachers and staff are hard to find. The idea of increasing the daily pay for substitutes and providing the teachers and staff a retention bonus allows the district to invest in the people that have invested their time and efforts in the district. A win, win for everyone, but most of all for the students as they are not faced with continual change. Software and supplies - additional spending dollars allows the teachers and staff to splice the gap between guided curriculum, teaching instruction and time management.

Tribes

Our student information system, identified the district has 1 student who reported as a member of a tribe. In visiting with the student and their parents, they indicated the following strategies would be of the greatest benefit to them: Small classroom sizes to provide one on one instruction, para support if needed during the day in the classroom, additional support before, after school and summer, and engaging social emotional support and activities to provide for strong mental health. Our ESSER plan includes suggestions to support this student and their needs. The district will continue to communicate with this parent and student to ensure the needs of this student are supported and met with ESSER Plan.

Civil Rights Organization including Disability Rights Organizations

USD 252 is a small rural school district with a total student enrollment of 561 in Grades PreK-12. Within our district, we do not have any civil rights or disability rights organizations. We reached out to the Kansas Action for Children and the Disability Rights of Kansas. Although we didn't receive any direct feedback from the State Based Agencies, the district contacted our local Special Education Cooperative, CrossWinds, and DCF Agencies and their representatives to determine the actions, methods or suggestions needed to best meet the needs of our students.

We are a current member of the USD 253 (Flint Hills Special Ed Coop). The purpose of this cooperative is to support students with disabilities to ensure that each student's needs are being met. The district reached out to our USD 253 Special Ed Coordinator to acquire her input in regards to the use of the ESSER III Funding. Her suggestions were focused on extended learning opportunities, customizable curriculum and social emotional support. The district works closely with DCF when students are in need of care or services outside of the school day. In visiting with our local DCF contact, social emotional support ranks high on the need list. Our ESSER Plan is structured based on this feedback to ensure all students in need of basic and additional support receive the needed services.

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

The USD 252 Administrative Council conversed with the family units of any student with disabilities or who were thought to be experiencing homelessness. The Team also communicated with the district Social Worker and confirmed no current enrollment of students as English Learners, children in foster care, migratory students, children who are incarcerated. Teachers and Paraprofessionals were also asked for input to identify students who might for what ever reason maybe underserved. All professionals involved suggested additional academic support and face to face learning opportunities in all grade levels.

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

Site Base Council Meetings were held at all levels in all school locations. Although attendance is not in abundance, a benefit in a small community is the ability for many constituents to have an input via their Board of Education Member. Community members understand all students have experience some form of disruption in their education due to COVID. Listening to community members, working with community organizations such as local Recreation Commissions and expressing concerns with their local Board of Education Representative, Community Members were able to express their ideas in the ESSER III Funding Plan. Most, if not all community members understand the importance of in-person learning, the struggle to find substitutes, the retention of staff members and want to support the school in any way to help the students be successful. Surveys conducted confirmed these statements and the communities desire for the students and schools to be successful.

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

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

USD 252 was able to complete the 2021 School Year with face to face learning for the entire school year. During some instances, classrooms or cohorts did face quarantine challenges and the option was always available for students to learn remotely. Staff and students made the adequate changes and followed guidelines established by our local health officials to make the year a success. Based on data from ACT and the Kansas State Assessments, District Administration has made the decision to focus the allocation of funds towards regaining academic time and learning loss that has been experienced during the adjustments made for COVID. Evaluation of learning loss continues to be the focus as administration digests testing scores and overall academic performance across all grades. ACT Scores from the last three (3) years show a decline in overall district student achievement. In 2019, the State Average was 21.1 with the district students average showing 19.0; in 2020, the State Average was 20.4 with the district students average showing 18.8; in 2021, the State Average was 19.8 with the district students average showing 18.9. Data supports a .2 point average decline in student scores from the 2018-19 School Year to 2019-20 School Year. Comparing data from the Kansas State Assessments shows the same results when looking at data from the 2018-19 School Year and the 2020-21 School Year in Levels 3 and 4. In Math, district students experienced a decrease from 31.6 to 25.3 (6.3 points) in the Level 3 and 9.6 to 8.96 (.64 points) on Level 4. In ELA, district students on Level 3 experienced a decrease from 32.38 to 27.53 (4.85 points). This has given cause and focus for additional learning opportunities and instruction to help address the learning loss. Not only is USD 252 addressing learning loss but also the amount of social and emotional stress and change students have experienced throughout the pandemic. The After School and Summer School Programs allow for both additional learning opportunities as well as additional social emotional interaction.

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 252 has hired additional Elementary Math Instructors to address the learning loss students in Grades K-6 have experienced due to COVID. New After School Programs specific to math and reading in the Elementary Grades have been developed to continue to bridge the learning gap created by COVID. During the Summer of 2022, the district will offer a Summer Learning Program as an extension of the current After School Program. Supervision and implementation of the Summer Learning Program will be led by a newly created Certified Lead Teacher Position specific to those programs. Grades 7-12 will have access to a newly hired Math Interventionist and two (2) Academic Aides. These newly created positions will compliment the additional tutoring and credit recovery programs to address the learning loss/gap experienced for students in Grades 7-12 during COVID. Updated ELA/Math Curriculum and Textbooks will be purchased for all students in Grades K-5. The new ELA curriculum focuses on the promotion of literacy and growth within each grade level. The new math curriculum will focus on effective/repetitive ways of building math skills combining mental discipline, logical reasoning, problem solving and rigor. Data will be tracked by district and state level assessments to ensure the ESSER III Funding as implemented in having a positive short-term and long-term affect on all students and staff regardless of their abilities or positions within the district. Staff and substitute retention pay has been implemented to show support, retention and appreciation to all staff members for their extra efforts and dedication during COVID. Daily pay for substitutes was also increased as an attempt to secure substitutes for those affected by COVID sickness and quarantines.

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

USD 252 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 252 has developed our ESSER III Funding Plan collaboratively with all groups of key stakeholders in our schools (teachers, staff, students, and administration) and communities including our Special Ed Coop, KSDE, KDHE, Local Health Department, KASB, Newman Regional Health, Recreation Commissions, etc. The success of our plan continues to rely on partnership and input from health care partners to implement and enact strategies to maintain face to face instruction and student safety. Additional support staff, social emotional tools, and continued mitigation strategies all are beneficial to maintaining a healthy and safe learning environment. It is most important to the district that ALL students succeed in accordance with their interests and abilities within the classroom and extra curricular activities, inside the walls of each school and most importantly in the world in which they live. Our job as a school district is to provide a knowledge based foundation. Educating and preparing them for the World both during COVID and post COVID, and with this additional ESSER III Funding, bridging any gap associated with learning loss due to COVID related challenges.

Allocations

| | Direct Allocation | True Up Allocation | Total Allocation | | 20% Minimum |
|-----------------------|-------------------|--------------------|------------------|-----------------------|-------------|
| ESSER III Allocations | \$526,861 | \$0 | \$526,861 | ESSER III Allocations | \$105,373 |
| Approved Total | \$0 | \$0 | \$0 | Approved Total | \$0 |
| Amount Left | \$526,861 | \$0 | \$526,861 | Amount Still Needed | \$105,373 |
| In Review Total | \$526,861 | \$0 | \$526,861 | In Review Total | \$369,361 |
| 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 |
|------------|-----------------|---------------|---------------|-------------|---------------|--------------------|-------------------|
| 252-3-0001 | Direct | True | 1000 | 110 | 12 | \$36,000 | Task Force Review |
| 252-3-0002 | Direct | True | 1000 | 110 | 12 | \$36,000 | Task Force Review |
| 252-3-0003 | Direct | True | 1000 | 120 | 12 | \$58,000 | Task Force Review |
| 252-3-0004 | Direct | True | 1000 | 120 | 12 | \$58,000 | Task Force Review |
| 252-3-0005 | Direct | True | 1000 | 110 | 12 | \$101,000 | Task Force Review |
| 252-3-0006 | Direct | True | 1000 | 610 | 1A | \$80,361 | Task Force Review |
| 252-3-0007 | Direct | False | 1000 | 112 | 1A | \$23,500 | Task Force Review |
| 252-3-0008 | Direct | False | 1000 | 110 | 1A | \$134,000 | Task Force Review |

Line Item Details

Line Item ID: 252-3-0001

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 Teacher - Math - NRE

Account Number

37410

Function Code

1000 - Instruction

Object Code

110 - Regular Certified Salaries

Allowable Use

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

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$0

Budgeted Expenditures in SFY 2023

\$1,000

Budgeted Expenditures in SFY 2024

\$35,000

Total Expenditures

\$36,000

Status

Task Force Review

Line Item ID: 252-3-0002

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 Teacher - Math - OE

Account Number

37420

Function Code

1000 - Instruction

Object Code

110 - Regular Certified Salaries

Allowable Use

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

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$0

Budgeted Expenditures in SFY 2023

\$1,000

Budgeted Expenditures in SFY 2024

\$35,000

Total Expenditures

\$36,000

Status

Task Force Review

Line Item ID: 252-3-0003

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

Non-Certified Aide - 7-12 - HHS

Account Number

37480

Function Code

1000 - Instruction

Object Code

120 - Regular Non-Certified Salaries

Allowable Use

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

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$0

Budgeted Expenditures in SFY 2023

\$29,000

Budgeted Expenditures in SFY 2024

\$29,000

Total Expenditures

\$58,000

Status

Task Force Review

Line Item ID: 252-3-0004

Allocation Type

Direct Allocation

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

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

Account Name

Non-Certified Aide - 7-12 - OHS

Account Number

37470

Function Code

1000 - Instruction

Object Code

120 - Regular Non-Certified Salaries

Allowable Use

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

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$0

Budgeted Expenditures in SFY 2023

\$29,000

Budgeted Expenditures in SFY 2024

\$29,000

Total Expenditures

\$58,000

Status

Task Force Review

Line Item ID: 252-3-0005

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 Math Interventionist - District Wide

Account Number

37450

Function Code

1000 - Instruction

Object Code

110 - Regular Certified Salaries

Allowable Use

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

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$0

Budgeted Expenditures in SFY 2023

\$50,500

Budgeted Expenditures in SFY 2024

\$50,500

Total Expenditures

\$101,000

Status

Task Force Review

Line Item ID: 252-3-0006

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

Academic Supplies/Software - Math & Reading

Account Number

37490

Function Code

1000 - Instruction

Object Code

610 - General Supplies and Materials

Allowable Use

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

| | |
|--|-----------------|
| Budgeted Expenditures in SFY 2021 | \$0 |
| Budgeted Expenditures in SFY 2022 | \$40,000 |
| Budgeted Expenditures in SFY 2023 | \$40,000 |
| Budgeted Expenditures in SFY 2024 | \$361 |
| Total Expenditures | <u>\$80,361</u> |

Status

Task Force Review

Line Item Comment from KSDE

Please clarify if this is for the purchase of an entirely new curriculum or supplemental materials that will be used as part of an already established curriculum. If this is an entirely new curriculum, please provide more details about exactly which curriculum the district plans to purchase as well as how the need for this specific curriculum is related to Covid (for example, the new curriculum could have a remote learning piece that the old curriculum did not accommodate for). If this is supplemental materials, please provide slightly more detail in the materials, textbooks, and supplies that will be purchased. Some specific examples of the materials, textbooks, and supplies that might be needed and how they will benefit Covid learning loss would be helpful.

Line Item ID: 252-3-0007

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 Teacher Retention/Increase Pay

Account Number

37495

Function Code

1000 - Instruction

Object Code

112 - Full-Time Substitutes' Salaries for Certified Staff

Allowable Use

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

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$6,500**Budgeted Expenditures in SFY 2023** \$8,500**Budgeted Expenditures in SFY 2024** \$8,500**Total Expenditures** \$23,500**Status**

Task Force Review

Line Item Comment from KSDE

From narrative: Daily pay for substitutes was also increased as an attempt to secure substitutes for those affected by COVID sickness and quarantines.

Line Item ID: 252-3-0008

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

Staff Retention Pay

Account Number

37495

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.

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$67,000**Budgeted Expenditures in SFY 2023** \$67,000**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$134,000**Status**

Task Force Review

Line Item Comment from KSDE

Please further explain the amount that each staff will receive as retention pay and how the district plans to pay out this retention pay (for example, each staff will receive \$1000 on the paycheck distributed on April 1, 2022). Please also specify whether or not the teachers union has agreed to this rate.

ESSER III APPLICATION FOR D0256

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> |
|----------------------------|--------------------------------------|--|
| Marmaton Valley | 128 West Oak Street, Moran, KS 66755 | 128 W. Oak Street, Moran, KS 667559710 |
| <u>Superintendent Name</u> | <u>Superintendent E-mail Address</u> | <u>Superintendent Phone Number</u> |
| Kim Ensminger | ensminger@usd256.net | (620) 237-4250 |

Authorized Representative of the District Information

| <u>Name</u> | <u>Position of Title</u> | <u>E-mail Address</u> | <u>Phone Number</u> |
|--------------|--------------------------|-----------------------|---------------------|
| Sherry Henry | Board Clerk | sherry@usd256.net | (620) 237-4250 |

Plan for Safe Return

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

<https://www.marmatonvalley.org/browse/227088>

Use of Funds for CDC Guidance

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

ESSER I and ESSER II funds were used to purchase disinfectant, Bio Protectant, and food grade disinfectant that could be utilized in our kitchen and lunchroom. Additional application equipment had to be purchased to ensure proper application of these disinfectants as well as other equipment for deep cleaning purposes. Funds were also used to hire extra employees as well as pay employees for the extra duties they performed due to COVID. ESSER III funds will be used primarily to address learning loss due to COVID-19.

Stakeholder Engagement

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

Students

On March 29, 2022, the superintendent of schools met with the High School Student Council and first explained ESSER III. The students understood that the funds had to be utilized to address needs that were caused by COVID. They took the discussion seriously and voiced concerns they had. One concern that a majority of the students were concerned about was their math abilities. This is a legitimate concern since the data shows math being our lowest scores on Junior ACT scores with the 2022 score being an 18. Another concern some students mentioned is reading capabilities. Some of the students admitted they need to read material several times before they understand what they have read; however, additional supports could be provided by the district to help support our students mitigate the impact of learning loss caused by the COVID-19 pandemic. As such, our ESSER plan takes these comments into consideration and are addressed in our plan.

Families

The district conducted a community meeting August 18, 2021 that coincided with our Open House. Initial discussion from a small group of community members (parents and patrons) that attended the meeting lead to the development of a survey that was sent to email addresses of all families in the district. Ninety-three individuals responded to this survey. Seventy-one percent of the respondents supported additional the acquisition of instructional materials; sixty-four percent supported additional personnel to help with academic intervention; fifty-eight percent supported after school tutoring programs; fifty-one percent supported offering summer school; and fifty-two percent supported behavioral support and intervention. Given the response rate and the feedback and input they provide, our plan reflects this feedback.

School and District Administrators including Special Education Administration

All administration (2 people) worked together to develop the ESSER III plan. We have taken our time to look closely at survey data, academic data, and behavioral data to identify our areas of need. We see a trend for the need of literacy intervention, especially among our younger grades and a need for math intervention throughout the district. In visiting with and consulting with the outgoing director and incoming director of our local special education cooperative, each felt addressing these areas within the district would benefit identified students as well.

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

All employees of Marmaton Valley had the opportunity to have input into the development of the plan to utilize ESSER funds. The superintendent not only had a discussion with the employees in a district meeting, but also had the opportunity to complete a survey and submit an email to submit additional ideas that were not covered within the survey. Beyond additional staff and social-emotional support, remodeling suggestions, window replacement, and HVAC upgrades were mentioned by staff as important considerations for overall health, safety, and well-being. A plan was then developed by school and teacher leadership. A final plan was presented to the school board on April 11, 2022. All were in agreement to have some funds remaining in ESSER III to address future academic, social-emotional, and facility needs based on data collection in the 2022-2023 school year.

Tribes

After an extensive review of local resources, there are no tribes located within the Marmaton Valley School District. However, two students in the district identified with a tribe. The families of students who have demographic information that indicates being Native American have been contacted directly and consulted. These parents did indicate to us that they completed the on-line parent survey. In fact, one of the parents is a school board member. The opinion of these parents in our face-to-face conversation is for the school to pursue the acquisition of additional staff to address learning loss and the academic needs of all children. They specifically expressed support for addressing math and reading skill deficiencies caused by learning loss due to the COVID-19 pandemic.

Civil Rights Organization including Disability Rights Organizations

We are a small rural school with an enrollment of 272 students. While we have no civil rights organizations or disability rights organizations within the school district, we directly consulted with and received some input from a few Civil Rights Organizations. We reached out to the Kansas Human Rights Commission and the Kansas Action for Children organization. We shared our plans for use of ESSER III funds and requested input during this consultation. We received responses from both organizations. Ruth Glover of the Kansas Human Rights Commission stated that this organization has not established guidance regarding ESSER III funding. John Wilson of KAC liked the proposed use of funds and also mentioned retention pay for teachers and staff. Given this feedback, our plan reflects these considerations from this consultation.

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

We are a small rural school with an enrollment of 272 students. We have thoroughly examined our demographics in consultation with our student information system and our staff in order to contact parents of those students who are in foster care, homeless, or migrant students. To date, we have no students in these categories. Given our efforts to reach out to the Kansas Human Rights Commission and the Kansas Action for Children organization, we believe the feedback we received from them would benefit students should any arrive to us who qualify for services under one or more of these categories. Regarding children with disabilities, we currently serve 47 students and we contacted parents directly for their feedback and input, both through the survey and by phone calls. Their feedback emphasized the use of ESSER funds to focus on mitigating learning loss due the COVID-19 pandemic in the areas of reading, math, and social-emotional skills.

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

The district conducted a community meeting August 18, 2021 that coincided with our Open House. Initial discussion from a small group of community members (parents and patrons) that attended the meeting led to the development of a survey that was sent to email addresses of families in the district. Ninety-three individuals responded to this survey. Seventy-one percent of the respondents supported additional instructional materials; sixty-four percent supported additional personnel to help with academic intervention; fifty-eight percent supported after school tutoring programs; fifty-one percent supported offering summer school; and fifty-two percent supported behavioral support and intervention. Additionally, school families and the public have had the option and opportunity to let us know their thoughts during other community events throughout the school year, such as parent-teacher conferences and through open communication lines through phone and email.

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

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

COVID-19 has impacted our students district wide academically, mentally, and socially. Our fall MAP testing revealed that our students still suffer due to the COVID despite students being in session almost all year in 2020-2021. Our winter 2021 testing session showed we had made gains, but 38% of our student in the elementary and 47% of our students in grades 6-12 scored below grade level in at least one subject area. We test reading, ELA, and math.

Our school has been open all year this academic year and we know students are being affected emotionally by COVID. We are fortunate to have an in-house counseling service for students. The number of families seeking services for their children has increased by 32% in our district. The first half of this academic year, multiple students had to quarantine more than one time causing the students to miss both academic and extracurricular opportunities. This had an emotional toll on many of our high school students who are used to being extremely involved in school activities. We have an increase in our chronic absentee rate particularly in the 6-12. Normally, we deal with 2 to 3

students. This year we are dealing with 7 students. Unfortunately, we have seniors who have dropped out of school despite our best efforts to encourage them to finish their senior year.

Staffing has been a problem all year. More so than last year. We have unfilled custodial positions, bus driver positions, and para positions. Additionally, our special education program is understaffed in both buildings. The effects of the COVID-19 pandemic has made people hesitate to work especially in school environments.

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

We will use the ESSER III funds in several different evidence-based interventions to address learning loss. First, our students are struggling with literacy. Our younger students have gaps in phonemic awareness and the data shows all of our students are struggling with comprehension. Evidence suggests (<https://files.eric.ed.gov/fulltext/ED530356.pdf>) that the use of a Literacy Coach will help our district address these issues for the benefit of student learning and achievement. Secondly, our grades 4-9 are struggling with math skills. Evidence suggests (<https://eric.ed.gov/?id=ED560695>) that the addition of a math specialist to provide remediation for these students would provide benefits. Students in middle school and high school would be assigned to this teacher by semester for data driven remediation to mitigate the impact of learning loss caused by the COVID-19 pandemic. Additionally, grades 4 and 5 students will work with this teacher in a small group setting for Tier III intervention. Thirdly, we want to hire an additional second grade teacher to reduce the size of the 2022-2023 class. These students wore a mask their entire kindergarten year impacting their phonics skills. Many of these students are struggling in 1st grade with phonics specifically long vowels, vowel teams, digraphs and trigraphs. Additionally, some of these students struggle with phonemic awareness. Reducing the class size will allow for the teacher to work more closely with students on these critical reading skills. A fourth strategy that we are implementing is providing a four-week summer school for elementary students in need of additional support. Evidence suggests (<https://www.jstor.org/stable/3181549>) that summer programming benefits students when groups are organized in small groups and the instruction is targeted. Lastly, a final intervention will be providing after school help/tutoring for students throughout the district. Evidence suggests (https://www.tandfonline.com/doi/abs/10.1207/s15430421tip4303_8) that this intervention will benefit students.

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

We are having difficulty with retention of employees due to the pandemic. One use of the remaining funds will be pay for teacher and staff retention. We wish to wait and see the impact that our plans have before we make a final decision on the use of remaining funds.

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

We will continue to monitor our sources of data including MAP, Lexia, Star Reading, Star Math, State Interim Scores, IXL diagnostics, and Dibels throughout the 2022-2023 school year. We want to use this data to determine the impact that our investment of hiring a district wide literacy coach, a middle school remedial math specialist, and a second teacher for second grade have on academic performance. We know this will take time, but our hope is to see academic growth specifically in math skills and comprehension. Social-emotional gains will be monitored closely. Indicators monitored will be absenteeism, counselor referrals, grades, and involvement in school activities. We anticipate seeing improvement in these areas. We hope to return to having "family time" in our elementary school that was suspended due to the COVID-19 pandemic. Families are made up of students from grades K-5. Character Education topics will be part of the discussions that occur during family time. Students grades 6-12 will participate in small groups that meet weekly to discuss character education topics. Our curriculum is Character Strong which was purchased using ESSER II funds.

Allocations

| | Direct Allocation | True Up Allocation | Total Allocation | | 20% Minimum |
|-----------------------|-------------------|--------------------|------------------|-----------------------|-------------|
| ESSER III Allocations | \$494,624 | \$0 | \$494,624 | ESSER III Allocations | \$98,925 |
| Approved Total | \$0 | \$0 | \$0 | Approved Total | \$0 |
| Amount Left | \$494,624 | \$0 | \$494,624 | Amount Still Needed | \$98,925 |
| In Review Total | \$430,942 | \$0 | \$430,942 | In Review Total | \$393,442 |
| Amount Left | \$63,682 | \$0 | \$63,682 | Amount Still Needed | \$0 |

Line Items

| ID | Allocation Type | Learning Loss | Function Code | Object Code | Allowable Use | Total Expenditures | Status |
|------------|-----------------|---------------|---------------|-------------|---------------|--------------------|-------------------|
| 256-3-0001 | Direct | True | 1000 | 111 | 11A | \$21,600 | Task Force Review |
| 256-3-0002 | Direct | True | 2720 | 122 | 11A | \$10,500 | Task Force Review |
| 256-3-0003 | Direct | False | 2720 | 626 | 11A | \$7,500 | Task Force Review |
| 256-3-0004 | Direct | True | 1000 | 800 | 11A | \$6,000 | Task Force Review |
| 256-3-0005 | Direct | True | 1000 | 111 | 12 | \$196,484 | Task Force Review |
| 256-3-0006 | Direct | True | 1000 | 290 | 12 | \$67,158 | Task Force Review |
| 256-3-0007 | Direct | True | 1000 | 120 | 12 | \$30,200 | Task Force Review |
| 256-3-0008 | Direct | True | 1000 | 220 | 12 | \$12,500 | Task Force Review |
| 256-3-0009 | Direct | True | 1000 | 300 | 12 | \$49,000 | Task Force Review |
| 256-3-0010 | Direct | False | 1000 | 111 | 12 | \$16,000 | Task Force Review |
| 256-3-0011 | Direct | False | 1000 | 120 | 12 | \$9,000 | Task Force Review |
| 256-3-0012 | Direct | False | 1000 | 220 | 12 | \$5,000 | Task Force Review |

Line Item Details

Line Item ID: 256-3-0001

Allocation Type

Direct Allocation

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

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

Account Name

ESSER 3 SS Teacher Salaries

Account Number

23264

Function Code

1000 - Instruction

Object Code

111 - Full-Time Certified Salaries

Allowable Use

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

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$0

Budgeted Expenditures in SFY 2023

\$7,200

Budgeted Expenditures in SFY 2024

\$14,400

Total Expenditures

\$21,600

Status

Task Force Review

Line Item ID: 256-3-0002

Allocation Type

Direct Allocation

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

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

Account Name

ESSER 3 Bus Dr Salaries

Account Number

23265

Function Code

2720 - Monitoring Services

Object Code

122 - Part-Time Non-Certified Salaries

Allowable Use

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

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$0

Budgeted Expenditures in SFY 2023

\$3,500

Budgeted Expenditures in SFY 2024

\$7,000

Total Expenditures

\$10,500

Status

Task Force Review

Line Item ID: 256-3-0003

Allocation Type

Direct Allocation

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

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

Account Name

ESSER 3 Fuel

Account Number

23266

Function Code

2720 - Monitoring Services

Object Code

626 - Gasoline

Allowable Use

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

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$0

Budgeted Expenditures in SFY 2023

\$2,500

Budgeted Expenditures in SFY 2024

\$5,000

Total Expenditures

\$7,500

Status

Task Force Review

Line Item ID: 256-3-0004

Allocation Type

Direct Allocation

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

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

Account Name

ESSER Summer School Misc

Account Number

23267

Function Code

1000 - Instruction

Object Code

800 - DEBT SERVICE AND MISCELLANEOUS

Allowable Use

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

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$0

Budgeted Expenditures in SFY 2023

\$2,000

Budgeted Expenditures in SFY 2024

\$4,000

Total Expenditures

\$6,000

Status

Task Force Review

Line Item Comment from KSDE

4/26/22 Please itemize these three items.

Line Item ID: 256-3-0005

Allocation Type

Direct Allocation

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

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

Account Name

ESSER 3 Teacher Salaries

Account Number

23261

Function Code

1000 - Instruction

Object Code

111 - Full-Time Certified Salaries

Allowable Use

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

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$96,342**Budgeted Expenditures in SFY 2024** \$100,142**Total Expenditures** \$196,484**Status**

Task Force Review

Line Item ID: 256-3-0006

Allocation Type

Direct Allocation

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

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

Account Name

ESSER Health Fringe

Account Number

23263

Function Code

1000 - Instruction

Object Code

290 - Other Employee Benefits

Allowable Use

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

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$31,500**Budgeted Expenditures in SFY 2024** \$35,658**Total Expenditures** \$67,158**Status**

Task Force Review

Line Item ID: 256-3-0007

Allocation Type

Direct Allocation

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

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

Account Name

ESSER Para Salaries

Account Number

23260

Function Code

1000 - Instruction

Object Code

120 - Regular Non-Certified Salaries

Allowable Use

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

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$15,000**Budgeted Expenditures in SFY 2024** \$15,200**Total Expenditures** \$30,200**Status**

Task Force Review

Line Item ID: 256-3-0008

Allocation Type

Direct Allocation

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

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

Account Name

ESSER Social Security

Account Number

23268

Function Code

1000 - Instruction

Object Code

220 - Social Security Contributions

Allowable Use

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

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$5,600**Budgeted Expenditures in SFY 2024** \$6,900**Total Expenditures** \$12,500**Status**

Task Force Review

Line Item ID: 256-3-0009

Allocation Type

Direct Allocation

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

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

Account Name

ESSER II literacy Coach

Account Number

23269

Function Code

1000 - Instruction

Object Code300 - PURCHASED PROFESSIONAL
AND TECHNICAL SERVICES**Allowable Use**12 - Addressing learning loss among
students, including vulnerable
populations.**Budgeted Expenditures in SFY 2021**

\$0

Budgeted Expenditures in SFY 2022

\$0

Budgeted Expenditures in SFY 2023

\$32,500

Budgeted Expenditures in SFY 2024

\$16,500

Total Expenditures

\$49,000

Status

Task Force Review

Line Item ID: 256-3-0010

Allocation Type

Direct Allocation

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

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

Account Name

ESSE Teacher Retention

Account Number

23261

Function Code

1000 - Instruction

Object Code

111 - Full-Time Certified Salaries

Allowable Use12 - Addressing learning loss among
students, including vulnerable
populations.**Budgeted Expenditures in SFY 2021**

\$0

Budgeted Expenditures in SFY 2022

\$0

Budgeted Expenditures in SFY 2023

\$16,000

Budgeted Expenditures in SFY 2024

\$0

Total Expenditures

\$16,000

Status

Task Force Review

Line Item Comment from KSDE

4/26/22 Please provide the following information. 1. How many staff? 2. How much per staff? 3. Anticipated payment date

Line Item ID: 256-3-0011

Allocation Type

Direct Allocation

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

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

Account Name

ESSER Classified Retention

Account Number

23260

Function Code

1000 - Instruction

Object Code

120 - Regular Non-Certified Salaries

Allowable Use

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

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$0

Budgeted Expenditures in SFY 2023

\$9,000

Budgeted Expenditures in SFY 2024

\$0

Total Expenditures

\$9,000

Status

Task Force Review

Line Item Comment from KSDE

4/26/22 Please provide the following information. 1. How many staff? 2. How much per staff? 3. Anticipated payment date

Line Item ID: 256-3-0012

Allocation Type

Direct Allocation

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

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

Account Name

ESSER Retention S.S.

Account Number

23268

Function Code

1000 - Instruction

Object Code

220 - Social Security Contributions

Allowable Use

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

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

ESSER III APPLICATION FOR D0267

Status

Task Force Review

KSDE Application Comments

Feedback regarding Stakeholder Engagement:

Student Subgroups - Tell us what you are doing to engage these specific populations. Please use the toolkit linked below to provide further clarification

Civil Rights - Please use the toolkit linked below to provide further clarification.

It is very important to utilize the ESSER III Toolkit linked below:

https://docs.google.com/document/d/1axRNqx_atmSXg3WebTBgZ2Aqrcf96SY_Zi7y0ycBJTw/edit

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

District

Renwick

Address

600 West Rush, Andale, KS 67001

Mail Address

600 West Rush, Andale, KS 67001

Superintendent Name

Mindy Bruce

Superintendent E-mail Address

mindy.bruce@usd267.com

Superintendent Phone Number

(316) 444-2165

Authorized Representative of the District Information

| <u>Name</u> | <u>Position of Title</u> | <u>E-mail Address</u> | <u>Phone Number</u> |
|--|---------------------------------|--|----------------------------|
| Mindy Bruce | Superintendent | mindy.bruce@usd267.com | (316) 444-2165 |
| <u>Other District Representative 1 - Name</u> | | <u>Other District Representative 1 - E-mail Address</u> | |
| pam.kelly@usd267.com | | pam.kelly@usd267.com | |
| <u>Other District Representative 2 - Name</u> | | <u>Other District Representative 2 - E-mail Address</u> | |
| kati.thul@usd267.com | | kati.thul@usd267.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://s3.amazonaws.com/scschoolfiles/830/renwick_operations_guidelines_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?

In an effort to keep children on site for education and to reduce quarantine and positive cases, diligent cleaning and sanitizing efforts will be continued with ample supplies purchased for each classroom and learning space. Appropriate PPE will be provided. 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 are providing testing as an option for close contacts in order to keep students on-site. We track positives, quarantine and swabbing daily and report numbers to the BOE, staff, community and county weekly.

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 an online survey and hosted focus groups with students 6th-12th leadership groups to determine their highest levels of need for pandemic related instruction and support and to discuss positives and weaknesses in our schools.

Questions that were asked included the following:

1. What is positive in my school?
2. What can my school do better in?
3. What are things that need improved upon?
4. What things are going on in our schools that are negative and need improvement?
5. What are the most important things you feel the school needs to address after the pandemic?

The following were the summary of results from the survey:

Positives: relationships, safe and clean environment, activities, small communities

Weaknesses: lack of opportunities and exposure due to small towns, fine arts programs, lack of diversity in our schools/communities

Opportunities: electives for middle school students, whole district activities, mentoring to middle school students

Negative: vaping, disrespect, manners, social media, student drama

Post pandemic needs: technology, online components, stay in school, no virtual, stay in extra-curriculars.

The following supports received the most interest from our students. Students want to be in school, want to be part of their extra-curricular activities. They have learned from the pandemic the importance of being able to have access to online curriculum and the technology tools needed.

Our ESSER plan takes these recommendations into consideration and their needs are incorporated into our plan in the following way.

-Online curriculum

-Individual based curriculum needs

-Updated curriculum

-Technology required

- We are purchasing new curriculum with online components and using individualized screeners to meet the needs of all students regardless of their subgroup.

-Summer School

-Professional Development-phonics, curriculum alignment, instructional strategies

Families

Families were reached through email, social media platforms and directly speaking at BOE meetings. A survey was sent to all parents on the effects of COVID, wearing masks, and COVID mitigation strategies we had a 80% return rate on this survey. In addition we recently had strategic planning meetings with all communities represented and discussions of COVID and protocol ensued. Our parents do not want face masks, do not want remote learning and want everything to go back to normal. They are in favor of daily testing for close contacts however do not love having to wear a mask during this time. There was a large push against the federal mandate of masks in school vehicles and also a surge in the number of people that do not want to continue with contact tracing. In addition, communication was shared and discussed at strategic planning sessions, site council meetings, HSO and Booster Club meetings.

In planning for the use of ESSER III funds, curriculum and assessment needs were shared at strategic planning meetings, site council meetings, HSO, Booster club and also monthly at each BOE meeting. Curriculum and assessment products were made available for review. Our family engagement in the above named groups is very high. Through the discussion groups and surveys it was clear families were supportive of our ESSER proposal to address educational needs of all students. The whole goal of ESSER III funds is to focus on learning loss and assessing the students deficits and growth. With a survey focused on student learning and parental involvement, we learned that the parents are very much in favor of updated and aligned curriculum across the district. Support for all learners through differentiation, supplemental curriculum, and summer school were very valued. We will need to focus efforts on parent educational nights to help increase communication and understanding of instructional practices as well as interpreting student scores on assessments and screeners.

Our ESSER plan takes these recommendations into consideration and their needs are incorporated into our plan in the following way.

- Online curriculum
- Individual based curriculum needs
- Updated curriculum
- Technology required
- We are purchasing new curriculum with online components and using individualized screeners to meet the needs of all students regardless of their subgroup.
- Summer School
- Professional Development-phonics, curriculum alignment, instructional strategies

School and District Administrators including Special Education Administration

All administrators in our district were part of developing the ESSER 3 plan. Much time was spent looking at what the past 18 months of COVID has caused through disruption in services, learning loss, and community and parent discourse. There has been a shift in culture due to COVID and the data shows there has been learning loss in our K-12 buildings. Much time was spent at these meetings reviewing student achievement data and survey data from our various special populations. The team established the district's ESSER plan was supportive of all elements of data review, parent input and student input. In addition, our special education cooperative leadership was involved in these conversations and planning. We have partnered with training, curriculum review and piloting.

Our ESSER plan is fully attacking the needs of learning loss throughout the districts and representative of all student and subgroups. We have been implementing the MTSS structure in our buildings with the support of TASN. We have reviewed and piloted curriculums and supplementary materials that will allow for the gaps and deficits caused by COVID to be addressed. With K-2 we saw a large gap in phonics. Therefore, all of PK-3 teachers will be trained in LETRS, curriculum will be aligned vertically and horizontally PK-12. Curriculum will be purchased that is research based and aligned across the district. Screeners such as Fastbridge and I-Ready will be used to differentiate for each child their individual needs. In addition I-Ready will provide online lessons that are tailored to those individual needs and skills. Professional development to improve instructional strategies and increase support of all subgroups will be completed. Summer school will be offered to meet the needs of students that are showing learning loss and gaps.

Our ESSER plan takes these recommendations into consideration and their needs are incorporated into our plan in the following way.

- Online curriculum
- Individual based curriculum needs
- Updated curriculum
- Technology required
- We are purchasing new curriculum with online components and using individualized screeners to meet the needs of all students regardless of their subgroup.
- Summer School
- Professional Development-phonics, curriculum alignment, instructional strategies

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. In addition, monthly meetings with the bargaining unit members occurred. Our plans are reflective of those various conversations. Highlights of these collaborative conversations include:

- Instituting PLC times specifically to address individual student needs, especially for those who have had their learning impacted by the pandemic.
- Establishing MTSS teams that will help us better meet the academic and SEL needs of students impacted by the pandemic
- Our elementary teachers will receive LETRS training over the next two years to assist us in better supporting the literacy needs of students impacted by the pandemic
- Key teaching staff and para-professionals were selected to participate in summer work to help us review and select materials that best meet the needs of students, especially those impacted by learning loss.
- We agreed to monthly meetings between staff and administration to ensure that the processes we have put in place are not only being implemented properly, but are meeting the needs of our students

Our ESSER plan is fully attacking the needs of learning loss throughout the districts and representative of all student and subgroups. We have been implementing the MTSS structure in our buildings with the support of TASN. We have reviewed and piloted curriculums and supplementary materials that will allow for the gaps and deficits caused by COVID to be addressed. With K-2 we saw a large gap in phonics. Therefore, all of PK-3 teachers will be trained in LETRS, curriculum will be aligned vertically and horizontally PK-12. Curriculum will be purchased that is research based and aligned across the district. Screeners such as Fastbridge and I-Ready will be used to differentiate for each child their individual needs. In addition I-Ready will provide online lessons that are tailored to those individual needs and skills. Professional development to improve instructional strategies and increase support of all subgroups will be completed. Summer school will be offered to meet the needs of students that are showing learning loss and gaps.

Our ESSER plan takes these recommendations into consideration and their needs are incorporated into our plan in the following way.

- Online curriculum
- Individual based curriculum needs
- Updated curriculum
- Technology required
- We are purchasing new curriculum with online components and using individualized screeners to meet the needs of all students regardless of their subgroup.
- Summer School
- Professional Development-phonics, curriculum alignment, instructional strategies

Tribes

In a review of our student information system, we identified 4 students who reported as members of a tribe. During a focus group meeting with these students and their parents, they indicated the following strategies would be of the greatest benefit to them:

- We will host parent training nights to assist our identified students in better understanding student data and performance.
- It was shared with us that our curriculum based grade cards could be more, "student friendly." We will be working with them to ensure this happens.
- It was shared with us that students needed to have individualized learning plans based on their academic and social-emotional needs. This will be accomplished through our ESSER plan with screening and individualized lessons with supplementary materials.

Our ESSER plan takes these recommendations into consideration and their needs are incorporated into our plan in the following way.

- Online curriculum
- Individual based curriculum needs
- Updated curriculum
- Technology required
- We are purchasing new curriculum with online components and using individualized screeners to meet the needs of all students regardless of their subgroup.
- Summer School
- Professional Development-phonics, curriculum alignment, instructional strategies

Civil Rights Organization including Disability Rights Organizations

In planning for ESSER 3, the district reached out to the following groups and asked a series of questions focusing on the following: local businesses, chamber of commerce, special education cooperative, chamber of commerce, city governments, Kansas NAACP, DRC of Kansas, Kansas Human Rights Commission, Kansas ACLU, and Kansas Action for Children.

1. Tell us what you think is going well with our schools.
2. If there were no barriers or restrictions and you could change up to three things about our schools, what would those things be?
3. If you could spend a full day in our schools, what would be some things you would like to see, experience, and/or know more about?

The following suggestions were made: Additional supports and services, such as summer enrichment programs, after school tutoring, 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.

As a district we are seeing students regardless of their disability, demographics or various subgroups struggling to catch up where they were educationally prior to the onset of the pandemic. In addition we are seeing more social and emotional needs than ever before. With our ESSER dollars we are focusing on instructional supports, curriculum, assessments and screeners so that we can meet the needs of all students and also hone in on individual needs whether in reading, math or social emotional through the use of our screening tools and curricular supports. We will also be offering summer school for our most at-risk students, that is based on their own individual learning needs.

Our ESSER plan takes these recommendations into consideration and their needs are incorporated into our plan in the following way.

- Online curriculum
- Individual based curriculum needs
- Updated curriculum
- Technology required
- We are purchasing new curriculum with online components and using individualized screeners to meet the needs of all students regardless of their subgroup.
- Summer School
- Professional Development-phonics, curriculum alignment, instructional strategies

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

Our data in our student information system indicated the Renwick School District has two students with English Learning needs, and no migratory students. The students who are identified as homeless and foster student families were included in our surveys and group meetings. The themes that emerged were to identify ways to help fill in the gaps from learning loss, met students individual academic needs and to educate parents on assessment reports and easily understood grade cards, standards, and curriculum. The whole focus of ESSER III funds is to focus on learning loss and assessing the students deficits and growth. With a survey focused on student learning and parental involvement, we learned that the parents are very much in favor of updated and aligned curriculum across the district. We will need to focus efforts on parent educational nights to help increase communication and understanding of instructional practices as well as interpreting student scores on assessments and screeners. By using screeners, assessment and research based curriculum with differentiation we will be able to meet the needs of all subgroups.

Our ESSER plan is fully attacking the needs of learning loss throughout the districts and representative of all student and subgroups. We have been implementing the MTSS structure in our buildings with the support of TASN. We have reviewed and piloted curriculums and supplementary materials that will allow for the gaps and deficits caused by COVID to be addressed. With K-2 we saw a large gap in phonics. Therefore, all of PK-3 teachers will be trained in LETRS, curriculum will be aligned vertically and horizontally PK-12. Curriculum will be purchased that is research based and aligned across the district. Screeners such as Fastbridge and I-Ready will be used to differentiate for each child their individual needs. In addition I-Ready will provide online lessons that are tailored to those individual needs and skills. Professional development to improve instructional strategies and increase support of all subgroups will be completed. Summer school will be offered to meet the needs of students that are showing learning loss and gaps.

Our ESSER plan takes these recommendations into consideration and their needs are incorporated into our plan in the following way.

- Online curriculum
- Individual based curriculum needs
- Updated curriculum
- Technology required
- We are purchasing new curriculum with online components and using individualized screeners to meet the needs of all students regardless of their subgroup.
- Summer School
- Professional Development-phonics, curriculum alignment, instructional strategies

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

Our district clearly encourages public input on our COVID Pandemic mitigation plan as it changed over the year. Weekly data is shared on our website, with all staff, the BOE and parents. We surveyed all stakeholders as to concerns and preferences for learning and operating in the school setting. In addition we have used strategic planning, site council, HSO and Booster club meetings for additional dialogue. Our stakeholders are always welcome to email administrators directly or arrange for conversations. The Board of Education also welcomes input during each meeting.

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

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

The Renwick School District began the 2021 school year in session with no remote learning option. We decreased the numbers of students that went virtually from 49 in the 2020-21 school year to 12 in the 2021-22 school year. Generally, the district has operated normally while implementing new procedures due to COVID. In the spring of 2021 we removed masks and have continued that practice, except for in school vehicles due to the federal mandate. We have implemented daily testing for close contacts to ensure students have the opportunity to stay in school.

The notice of learning loss is real in the K-12 buildings. We are using Fastbridge and I-ready to track data. Core instruction in all subject areas is being analyzed. Areas of improvement need to occur in phonics, writing skills, fluency, and math computation and problem solving. Through this analysis, we have determined core instruction must improve as well as tiering in math and reading must occur. District alignment, essential standards, grade cards, curriculum review and curriculum mapping are being planned. Through Fastbridge we are able to screen all students K-12 in reading, math and social-emotional needs.

The social emotional needs of students is at an all time high. We are working with TASN to review core practices, Tier instruction, instructional practices and curriculum review. Also a noticeable trait is the lack of continuity and practice across all buildings and subject areas. Providing team time across the district to standardized curriculum, mapping, essential standards, curriculum and general practices is an utmost need.

It has become evident in determining the impact of learning loss due to COVID that the district must align curriculum, instructional practices and screening methods across the district. We have used team time to collaborate and research using What Works Clearinghouse to determine the best curricular products for use district wide.

The need for up to date, research based curriculum, the need to curriculum map both horizontally and vertically, the need to align instructional practices (Tier instruction) and screening procedures must occur, and the need for common collaboration time among grade levels and subject areas across the district. Data will be tracked and reviewed at not only the district level, but by schools, grade levels and subject areas. By aligning curriculum and mapping this will make data collection and analysis more succinct.

Our ESSER plan takes these recommendations into consideration and their needs are incorporated into our plan in the following way.

- Online curriculum
- Individual based curriculum needs
- Updated curriculum
- Technology required
- We are purchasing new curriculum with online components and using individualized screeners to meet the needs of all students regardless of their subgroup.
- Summer School
- Professional Development-phonics, curriculum alignment, instructional strategies

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

Our ESSER Plan was developed collaboratively with key stakeholders in our district, our local special education cooperative, our education service center, staff, administration, students, and community. The focus of our planning was to look at the impact of COVID on the students. Our efforts focused on keeping students on-site, providing educational services and addressing learning loss. In addition focus went into examining research based and effective rating of practices we are looking at implementing and those that we are currently using.

The district will implement a new evidence-based screener (Fastbridge) to identify learning loss in students in reading and math. This screener will also screen for social emotional health of our students. In addition, we are looking at all core curriculum platforms, curriculum alignment, curriculum mapping and essential standards at each grade level and subject area. We are beginning partnership with TASN to develop sound instructional practices in CORE areas as well as aligning and developing effective tier practices. All curriculum, screeners and any other products/practices must be researched/evidenced based. All of our PK-3 teachers and SPED will receive LETRS training over the next two years. We will have summer school K-5 for students with deficiencies. Collaboration and professional development of implementation and training of new practices must occur. Alignment of evidence based curriculum across the district in grade levels and subject areas is of utmost importance. The district has used What Works Clearinghouse and has spent time this year piloting and working with TASN to determine the best district-wide curriculum that will meet our instructional needs. Summer of 2022 will be spent aligning curriculum both horizontally and vertically. In addition each grade level and subject area will be working on developing essential standards and grades PK-5 will be working on curriculum based grade cards.

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

In addition to the assessment and curriculum materials we will purchase to address learning loss through our school day, a summer intervention program and providing for students' social, emotional and mental health will be addressed. Our plan focuses on mitigation efforts, professional development, addressing learning loss, as well as social and emotional needs of staff and students. Professional development will focus on training in evidence based practices, curriculum mapping and standardization and collaboration time for data collection and analysis must occur.

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

Addressing students™ academic, social emotional, and mental health needs in the Renwick School District is the focus of the ESSER III funds. While all of our students have been negatively impacted by the pandemic, there are some populations of students who have experienced a greater loss than others. A screener and progress monitoring tool will be utilized for all populations of students to identify academic learning loss as well as social-emotional needs of students. Evidence-based interventions will be implemented to address the academic and social-emotional needs of students affected by the COVID-19 pandemic and regular progress monitoring will be conducted to ensure that the interventions are meeting the needs of the students.

Allocations

| | Direct Allocation | True Up Allocation | Total Allocation | | 20% Minimum |
|-----------------------|-------------------|--------------------|------------------|-----------------------|-------------|
| ESSER III Allocations | \$970,386 | \$140,304 | \$1,110,690 | ESSER III Allocations | \$194,078 |
| Approved Total | \$0 | \$0 | \$0 | Approved Total | \$0 |
| Amount Left | \$970,386 | \$140,304 | \$1,110,690 | Amount Still Needed | \$194,078 |
| In Review Total | \$970,386 | \$158,303 | \$1,128,689 | In Review Total | \$395,257 |
| Amount Left | \$0 | (\$17,999) | (\$17,999) | Amount Still Needed | \$0 |

Line Items

| ID | Allocation Type | Learning Loss | Function Code | Object Code | Allowable Use | Total Expenditures | Status |
|------------|-----------------|---------------|---------------|-------------|---------------|--------------------|-------------------|
| 267-3-0001 | Direct | False | 2210 | 320 | 3 | \$10,000 | Task Force Review |
| 267-3-0003 | Direct | True | 1000 | 110 | 11A | \$88,719 | Task Force Review |
| 267-3-0010 | True Up | False | 2210 | 320 | 3 | \$19,281 | Task Force Review |
| 267-3-0011 | True Up | False | 1000 | 734 | 9 | \$121,022 | Task Force Review |
| 267-3-0012 | True Up | False | 1000 | 110 | 12 | \$18,000 | Task Force Review |
| 267-3-0013 | Direct | False | 1000 | 610 | 12 | \$253,885 | Task Force Review |
| 267-3-0014 | Direct | True | 1000 | 644 | 12 | \$269,538 | Task Force Review |
| 267-3-0015 | Direct | False | 1000 | 644 | 12 | \$40,980 | Task Force Review |
| 267-3-0016 | Direct | False | 1000 | 644 | 12 | \$236,191 | Task Force Review |
| 267-3-0017 | Direct | True | 1000 | 110 | 12 | \$37,000 | Task Force Review |
| 267-3-0018 | Direct | False | 1000 | 110 | 12 | \$12,000 | Task Force Review |
| 267-3-0019 | Direct | False | 1000 | 644 | 12 | \$22,073 | Task Force Review |

Line Item Details

Line Item ID: 267-3-0001

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 Services

Account Number

07 E 2210 320 0000 414

Function Code

2210 - Improvement of Instruction Services

Object Code

320 - Professional-Education Services

Allowable Use

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

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$10,000

Budgeted Expenditures in SFY 2023

\$0

Budgeted Expenditures in SFY 2024

\$0

Total Expenditures

\$10,000**Status**

Task Force Review

Line Item Comment from KSDE

Applicant response per Common App: "The COVID-19 pandemic has illuminated the challenge of differing curriculum across the district, unaligned instructional practices and curriculum alignment. When looking at data pre and during COVID we have discovered not only has the pandemic caused learning loss, but the lack of instructional processes and tools across the district need to be addressed so that we have a common focus on gaining back what our students have lost. We will be focusing on PD that aligns with new curriculum, teaming time to use data to drive decisions and to train in MTSS with protocols and processes with TASN."

Please re-evaluate 20% Learning Loss with application comment.

Line Item ID: 267-3-0003

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 Salaries

Account Number

07 E 1000 110 0000 414

Function Code

1000 - Instruction

Object Code

110 - Regular Certified Salaries

Allowable Use

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

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$35,000**Budgeted Expenditures in SFY 2023** \$35,719**Budgeted Expenditures in SFY 2024** \$18,000**Total Expenditures** \$88,719**Status**

Task Force Review

Line Item Comment from KSDE

Applicant response per Common App: "ESSER II funds leftover will also be used for this. Additional funding will support the remaining cost. We will do a month in the summer, 4 days a week from 8:00-11:30. We will provide breakfast and lunch. We will serve at the minimum 200 students at four locations focusing on K-3rd grade. We will have 4 teachers per grade across the district depending on final numbers."

Please re-evaluate 20% Learning Loss with application comment.

Line Item ID: 267-3-0010

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

Instructional Services

Account Number

07 E 2210 320 0000 414

Function Code

2210 - Improvement of Instruction Services

Object Code

320 - Professional-Education Services

Allowable Use

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

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$10,000**Budgeted Expenditures in SFY 2024** \$9,281**Total Expenditures** \$19,281**Status**

Task Force Review

Line Item Comment from KSDE

Per applicant response on Common App: ""Student needs from the pandemic have caused new challenges in areas of social emotional, behavior, and academic struggles. Additional professional development is needed to mitigate the effects of the pandemic in order to prepare staff for handling these new developments in the classroom."

Line Item ID: 267-3-0011

Allocation Type

True Up Allocation

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

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

Account Name

Instruction

Account Number

07 E 1000 734 0000 414

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.

Budgeted Expenditures in SFY 2021

\$121,022

Budgeted Expenditures in SFY 2022

\$0

Budgeted Expenditures in SFY 2023

\$0

Budgeted Expenditures in SFY 2024

\$0

Total Expenditures

\$121,022

Status

Task Force Review

Line Item Comment from KSDE

Applicant response per Common App: "This money is being used to purchase Chromebook so each student has their own, This will help limit cross contamination with covid. Students also need accessibility to individual devices in order to circumvent disruptions due to quarantine or school closures."

Line Item ID: 267-3-0012

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

Instruction

Account Number

07 E 1000 110 0000 413

Function Code

1000 - Instruction

Object Code

110 - Regular Certified Salaries

Allowable Use

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

Budgeted Expenditures in SFY 2021

\$18,000

Budgeted Expenditures in SFY 2022

\$0

Budgeted Expenditures in SFY 2023

\$0

Budgeted Expenditures in SFY 2024

\$0

Total Expenditures

\$18,000

Status

Task Force Review

Line Item Comment from KSDE

Applicant response per Common App: "Yes there is a plan. They are scheduled to work 2 weeks in the summer with the new curriculum to develop curriculum mapping both horizontally and vertically. As we look at data, we must all know what is being covered from the bottom to the top and the top to the bottom."

Please re-evaluate 20% Learning Loss with application comment.

Allocation Type

Direct Allocation

Is this 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

07 E 1000 644 0000 414

Function Code

1000 - Instruction

Object Code

610 - General Supplies and Materials

Allowable Use

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

| | |
|--|-----------|
| Budgeted Expenditures in SFY 2021 | \$0 |
| Budgeted Expenditures in SFY 2022 | \$253,885 |
| Budgeted Expenditures in SFY 2023 | \$0 |
| Budgeted Expenditures in SFY 2024 | \$0 |
| Total Expenditures | \$253,885 |

Status

Task Force Review

Line Item Comment from KSDE

Applicant response per Common App: "The COVID-19 pandemic has illuminated the challenge of differing curriculum across the district, unaligned instructional practices and curriculum alignment. When looking at data pre and during COVID we have discovered not only has the pandemic caused learning loss, but the lack of instructional processes and tools across the district need to be addressed so that we have a common focus on gaining back what our students have lost. We also need to ensure curriculum has online capabilities in the case of remote, closure and quarantine guidelines."

Please re-evaluate 20% Learning Loss with application comment.

Allocation Type

Direct Allocation

Is 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

07 E 1000 644 0000 414

Function Code

1000 - Instruction

Object Code

644 - Textbooks

Allowable Use

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

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$269,538**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$269,538**Status**

Task Force Review

Line Item Comment from KSDE

Please provide more clarity on how the funds will be used.

Applicant response per Common App: "We are beginning partnership with TASN to develop sound instructional practices in CORE areas as well as aligning and developing effective tier practices. All curriculum, screeners and any other products/practices must be researched/evidenced based. All of our PK-3 teachers and SPED will receive LETRS training over the next two years. We will have summer school K-5 for students with deficiencies. Collaboration and professional development of implementation and training of new practices must occur. Alignment of evidence based curriculum across the district in grade levels and subject areas is of utmost importance. The district has used What Works Clearinghouse and has spent time this year piloting and working with TASN to determine the best district-wide curriculum that will meet our instructional needs."

Line Item ID: 267-3-0015

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

Instruction

Account Number

07 E 1000 644 0000 414

Function Code

1000 - Instruction

Object Code

644 - Textbooks

Allowable Use

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

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$40,980

Budgeted Expenditures in SFY 2023

\$0

Budgeted Expenditures in SFY 2024

\$0

Total Expenditures

\$40,980**Status**

Task Force Review

Line Item Comment from KSDE

Applicant response per Common App: "The COVID-19 pandemic has illuminated the challenge of differing curriculum across the district, unaligned instructional practices and curriculum alignment. When looking at data pre and during COVID we have discovered not only has the pandemic caused learning loss, but the lack of instructional processes and tools across the district need to be addressed so that we have a common focus on gaining back what our students have lost. We also need to ensure curriculum has online capabilities in the case of remote, closure and quarantine guidelines. "

Please re-evaluate 20% Learning Loss with application comment.

Line Item ID: 267-3-0016

Allocation Type

Direct Allocation

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

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

Account Name

Instruction

Account Number

07 E 1000 644 0000 414

Function Code

1000 - Instruction

Object Code

644 - Textbooks

Allowable Use

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

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$236,191

Budgeted Expenditures in SFY 2023

\$0

Budgeted Expenditures in SFY 2024

\$0

Total Expenditures

\$236,191

Status

Task Force Review

Line Item Comment from KSDE

Applicant response per Common App: "The COVID-19 pandemic has illuminated the challenge of differing curriculum across the district, unaligned instructional practices and curriculum alignment. When looking at data pre and during COVID we have discovered not only has the pandemic caused learning loss, but the lack of instructional processes and tools across the district need to be addressed so that we have a common focus on gaining back what our students have lost. We also need to ensure curriculum has online capabilities in the case of remote, closure and quarantine guidelines."

Please re-evaluate 20% Learning Loss with application comment.

Line Item ID: 267-3-0017

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

Improvement of Services

Account Number

07 E 1000 110 0000 413

Function Code

1000 - Instruction

Object Code

110 - Regular Certified Salaries

Allowable Use

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

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$37,000

Budgeted Expenditures in SFY 2023

\$0

Budgeted Expenditures in SFY 2024

\$0

Total Expenditures

\$37,000**Status**

Task Force Review

Line Item Comment from KSDE

Applicant response per Common App: "LETRS® for Early Childhood Educators course is for your PreK-3 educators. The course is completed over a school year. Participants will complete an online course that will take approximately 24 hours of independent learning spread over the school year. Additionally, they will need to participate in 12 hours of live training distributed throughout the course delivered in either: 2 half-day virtual sessions + 1 full-day in-person, or 4 half-day virtual sessions. LETRS® Units 1-8 course is for your Kindergarten through 3rd grade educators.

The course will be completed over 2 school years. It consists of Units 1-4 completed during year 1 and Units 5-8 completed during year 2. Each course will require the same amount of time. Participants will complete an online course that will take approximately 50 hours of independent learning spread over each school year. Additionally, they will need to participate in 24 hours of live training distributed throughout each course delivered in either: 4 half-day virtual sessions + 2 full"

Line Item ID: 267-3-0018

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

Improvement of Instruction Services

Account Number

07 E 1000 110 0000 413

Function Code

1000 - Instruction

Object Code

110 - Regular Certified Salaries

Allowable Use

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

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$12,000

Budgeted Expenditures in SFY 2023

\$0

Budgeted Expenditures in SFY 2024

\$0

Total Expenditures

\$12,000

Status

Task Force Review

Line Item Comment from KSDE

Applicant response per Common App: "There are two trainers and the principal from each building meeting monthly with MTSS TASN currently. They will then develop implementation plans this summer with their principal and District Level Admin team. Next year they will assist principal in implementation and training at the building level."

Line Item ID: 267-3-0019

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

Instruction

Account Number

07 E 1000 644 0000 414

Function Code

1000 - Instruction

Object Code

644 - Textbooks

Allowable Use

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

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$22,073

Budgeted Expenditures in SFY 2023

\$0

Budgeted Expenditures in SFY 2024

\$0

Total Expenditures

\$22,073

Status

Task Force Review

Line Item Comment from KSDE

Applicant response per Common App: "The COVID-19 pandemic has illuminated the challenge of differing curriculum across the district, unaligned instructional practices and curriculum alignment. When looking at data pre and during COVID we have discovered not only has the pandemic caused learning loss, but the lack of instructional processes and tools across the district need to be addressed so that we have a common focus on gaining back what our students have lost. We also need to ensure curriculum has online capabilities in the case of remote, closure and quarantine guidelines."

Please re-evaluate 20% Learning Loss with application comment.

ESSER III APPLICATION FOR D0285

Status

Task Force Review

KSDE Application Comments

Stakeholder Feedback

Teachers - All teachers should have been reached out to for their feedback.

Civil Rights - Please use this toolkit for guidance on what KSDE is looking for.

https://docs.google.com/document/d/1axRNqx_atmSXg3WebTBgZ2Aqrcf96SY_Zi7y0ycBJTw/edit

Subgroups - Please reach out to more than just students with disabilities

Reminder: The list of evidence based practices on KSDE's website does not qualify. Please use the link below.

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

Current Directory Information

District

Cedar Vale

Address

508 Dora, Cedar Vale, KS 670240458

Mail Address

PO Box 458, Cedar Vale, KS 670240458

Superintendent Name

Lance Rhodd

Superintendent E-mail Address

rhoddl@cvs285.org

Superintendent Phone Number

(620) 758-2265

Authorized Representative of the District Information

Name

Lance Rhodd

Position of Title

Superintendent

E-mail Address

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Phone Number

(620) 758-2265

Other District Representative 1 - Name

Josie Jarboe

Other District Representative 1 - E-mail Address

jarboej@cvs285.org

Other District Representative 2 - Name

Other District Representative 2 - E-mail Address

Plan for Safe Return

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

https://core-docs.s3.amazonaws.com/documents/asset/uploaded_file/1375178/Cedar_Vale_District_Plan_Safe_Return_Instruction.pdf

Use of Funds for CDC Guidance

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

The Cedar Vale School District plans to utilize ESSER III Relief Funds to support our mission of providing our students a safe and nurturing learning environment during the pandemic. We will focus our resources on the academic, social-emotional, and healthy environment needs of our school community.

The Cedar Vale School District wishes to continue to fund a summer enhancement opportunity for our student body. The focus of this initiative is to utilize our local individual data as a tool to develop individual learning plans to address areas of loss during the pandemic. Instruction will focus on individual needs, project-based learning, and field trips that would supplement classroom learning objectives. During the academic year we would continue to employ two additional para-professionals to assist in delivering tier level supports for our students. The para-educators would operate under the direction of the classroom teacher and at-risk coordinator.

Social emotional growth that was made during the first year of our redesign was lost as we experienced an uptick in conflict behaviors. CHAMP procedures and developing cross grade level family units were effective tools in developing social norms that were acceptable and supported. Taking this structure away during COVID resulted in students not having a consistent behavior model in place thus increasing our conflict behaviors.

Comparing data from our 2020, 2021 and the 2022 Kansas Communities That Care Survey (Social Emotional Learning Report) data it showed a 48.1%-64.2%-65.6% commitment level to their academics. This data reflects Pre-COVID, COVID, and response to COVID interventions. We have seen growth in data regarding academic failure, suicide thoughts, and depression. These areas have been addressed with our summer enrichment program, additional tier level supports, and part time counselor. We need to continue to fund these interventions as a means to continue growth.

In an effort to support the social-emotional needs of our student body the district would continue to employ an additional part-time counselor. This position would support the social-emotional gaps that have occurred during the pandemic and help facilitate the Second Step curriculum in the elementary and ACHIEVE at the middle school/high school level.

The highest rated area of feedback that we received from our stakeholders is the need to provide a safe and healthy learning environment in our physical education classroom. The gymnasium provides a classroom setting for all K-12 students, school sponsored presentations, and community gatherings. In an effort to support CDC guidelines for in person learning we are looking at utilizing ESSER III Funds to improve the air quality of the physical education classroom. Currently, there is not HVAC system in place that would filter the circulation of air or to recycle fresh air into the facility. In order for a new unit to operate efficiently the current windows would need to be replaced to support the integrity of the HVAC system.

Due to our size an added classified position would be utilized to support several areas of need that occurred from the pandemic. This position would support the food service program (additional cleaning and serving time), janitorial staff (additional cleaning throughout the building), and tier support for the classroom. In a rural district with approximately 140 students individual staff members are required to fulfil several duties and because of the needs created by the pandemic this added position could help support our goals of providing a safe and nurturing environment for our student body.

Stakeholder Engagement

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

Students

In developing our ESSER plan, students were given an opportunity to complete a survey in class and provide feedback on how additional ESSER Funds could be utilized to support the challenges they face as a result of the pandemic. The following supports provided the most interest from our student body leadership team (STUCO).

1. Increase the number of classes that are offered in life skills. (Budgeting/FACS)
2. Increase opportunities for outside of the classroom learning.
3. Placing an HVAC system in the physical education classroom to increase air quality.

The input from our student body and conversations with their elected leaders (STUCO) will be incorporated into our ESSER III plan and strategic planning process. Extended learning opportunities during the summer and growing our Individual Plans of Learning will provide additional learning opportunities for individual learners.

Families

All families of the Cedar Vale community received an electronic survey soliciting their thoughts and ideas regarding how to expend the ESSER III Relief money. The Parent Teacher Organization provided additional feedback in the process. Due to our size many community members wear multiple hats and share their feedback across several different mediums. The following areas were the highest level of input from our families and will be incorporated in our plan.

1. Enhanced air quality and ventilation in the physical education classroom.
2. Additional instructional and resource materials to supplement learning loss.
3. Additional personnel to support student learning and safety measures.

School and District Administrators including Special Education Administration

The Cedar Vale School district is a member of the Cowley County Special Services Cooperative. The six-member cooperative district leaders meet monthly to discuss cooperative business and identify areas that we could utilize ESSER funds to best serve the needs of our student bodies. The COOP Leadership team reviews data collected from local and state assessments and rely on the feedback on our stakeholders. The leadership team determined that it was in the best interest of our stakeholders to invest in additional personnel to support smaller caseloads, additional para-educator to support classroom interventions, and training to help facilitate improved teaching strategies to address learning loss.

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

The Cedar Vale Leadership Team was asked to give their insight on how ESSER III funding could be utilized to address the challenges of COVID on our student body, employees, and the safety of our stakeholders. The following responses were shared during the meeting.

1. Instructional Support Coach indicated that additional personnel could be added to help offset the higher demands on the position. Additional students have been added to her caseload and there is more of a need at the middle school and high school level than before.
2. Enhancing the air quality in the gymnasium would help provide a safer classroom environment and community meeting place for school/community activities.
3. Social emotional support personnel/programs would support the needs of our student body and staff.

The feedback we received will be incorporated into our plan by blending several different funding sources. We will continue to fund additional para-professionals, part time counselor, and our enhanced learning summer school opportunity. Cedar Vale Schools employs seventeen certified staff members and ten classified personnel. Each staff member was given an opportunity to complete a survey to voice their thoughts on the best use of ESSER III funds. The items that were listed above were based on that feedback and shared during our leadership meeting. Each staff member was given an opportunity to voice their thoughts during the survey and staff meetings.

Tribes

In a review of our student information system, we identified eighteen students who reported as a member of a tribe. Each family that identified as a tribe was given a survey to complete in order to give their feedback. Many of the suggestions that were mentioned were included in our strategic plan.

1. Offer additional extra-curricular activities that provide students additional ways to be involved.
2. Offer additional behavioral and social emotional supports.
3. Add additional instructional interventions and materials.

The feedback generated from this survey will be incorporated into our strategic plan. Mr. Rhodd contacted the Cherokee Nation in order to obtain additional feedback. The main focus would be on academic and social/emotional supports.

Civil Rights Organization including Disability Rights Organizations

The Cedar Vale District encouraged all stakeholders in our community to participate in an online survey. We are a small rural district with an enrollment of 140 students in our school and 487 within our township. In addition to our survey results we contacted Four County Mental Health to help facilitate the conversation on how we can best serve our diverse constituents. The following recommendations were shared and implemented within our policy.

1. Pandemic has created a loss of social emotional connections between students, peers, and educators. Additional mental health supports would be appropriate to serve all stakeholders of the district.
2. Learning loss can be a precursor for increased anxiety and depression so would recommend additional training on mental health initiatives and programs that would support these needs.

Reaching out to our Senior Citizen Board and Community Rehabilitation Committee provided additional opportunities for feedback from our stakeholders. An effort was made to get the voice of our community to address local concerns and needs. The input was consistent across the board.

Cedar Vale School is located in the rural area of Chautauqua County with a student population of 140 students and approximately 500 in the community. We do not have individuals in our community that are actively involved in Civil Rights Organization. Locally, the Cedar Vale Lion's Club has served a role in our community that fosters a spirit of understanding among the peoples of the world, take an active interest in the civic, cultural, social and morale welfare of the community. The Lion's Club is not a flagship Civil Rights Organization on the state level but within our community members look to unite and provide needed resources for all equally. Many members of the Lion's Club serve on several boards and their feedback was utilized in forming our plan based on added support staff, safe learning environment and extended school year. We have reached out to the Kansas Action for Children and will utilize information from them to incorporate into our plan as we pivot moving forward based on the changing needs of our students.

We have not heard back from them at this date but will utilize the information from our demographics and target those dollars to benefit all students from diverse backgrounds. All students will receive the benefits of targeted assistance, extended school year, and a safe environment to attend school.

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

The Cedar Vale School district works closely with the Cowley County Special Services Cooperative to meet the needs our students with disabilities. The COOP administrative meets monthly to discuss the needs of our students and determine the best avenue to expend resources to meet these needs.

1. The COOP has recommended hiring additional para-professionals to support classroom learning.
 2. The COOP has recommended hiring additional certified staff members to decrease caseload and address learning loss that was created by the Pandemic.
 3. The COOP has recommended provided additional support protocols to improve instruction and intervention strategies.
- The recommendation of the COOP administration is a key component of our plan to address the issues created by the pandemic.

Cedar Vale Schools has a student population of 140 students. Each student was given an opportunity to complete the online survey during class time and we feel confident that all sub-groups and parents were given an opportunity to provide insight into the use of ESSER III funds. The leadership team reviewed our demographic information and many of our students potentially fall under several sub group categories. We currently do not have students that are in foster care, migratory students, or who are incarcerated. The sub groups identified fall under categories of our children with disabilities and at-risk and those are the areas that were shared above. An advantage of working in a small community is that we are able to obtain feedback from the vast majority of all of our students.

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

The nice part in living in a small tight knit community is that you have several opportunities to receive input from the community. We invited our community to complete the survey that was given in order to reach all facets of our stakeholders. The superintendent met with board members from the People's Place (Senior Center Board) and representatives of the community improvement committee. The following suggestion were made and included into our ESSER III and strategic planning process.

1. Recruit and retain high quality teachers.
2. Improve the school infrastructure so that it is safe for learning to take place.
3. Provide meaningful learning opportunities for all students to address individual needs.

During the process it was exciting to see the number of people that have a sincere interest in our school building and a desire for our students to succeed.

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

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

The district has compared our Kansas Communities that Cares Surveys from the 2020, 2021, and 2022 school years. The following data has demonstrated the strategies that have been put in place are showing improvement. The data suggests that the investments we have made by hiring an additional part-time counselor, special programs, and implementation of The Core (MS/HS) and Secondary Steps (Elementary) have the district trending in a positive direction.

| Domain Area | 2020 | 2021 | 2022 |
|--------------------------|------|------|------|
| Academic Failure | 33.3 | 59.5 | 45.6 |
| Low Commitment to School | 48.1 | 64.2 | 65.6 |
| Suicide Thoughts | 25.7 | 39.4 | 34.2 |
| Hopelessness/Depression | 31.4 | 48.5 | 31 |

The district looked at our local data (STAR Testing) to determine the impact of COVID on our district. The numbers reflect data from Pre-COVID, during COVID, and impacts of the interventions utilized (Coming out of COVID). We focused on local data gathered in math and reading. The data suggests who is at or above grade level.

| | 2020 | 2021 | 2022 |
|--------------------|-------|-------|-------|
| Elementary Reading | 52.6% | 43.6% | 44% |
| Elementary Math | 72.8% | 66.2% | 70.4% |
| MS/HS Math | 52.5% | 53% | 54% |

The data is reflective of all our student learners across special populations. The extended school year and implementation of special programs have been utilized to help address areas of learning loss.

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

The district is going to take a two-prong approach to utilizing ESSER III funding. We are going to take into account the feedback we received from our stake-holders and local academic assessments. These two areas will drive our focus moving forward. Funds will be utilized to upgrade our classrooms so that a safe and healthy environment exists based on CDC recommendations. The physical education classroom has no HVAC system in place to filter the air or cycle fresh air into the classroom. This was the highest rated area that we received from our stakeholders. The physical education classroom has a multipurpose role in our community. We host numerous school-based programs that are open to the community and since we have the capacity to host large community gatherings the classroom is utilized in that role as well.

Utilizing the data from our Kansas Community that Cares Survey we know there is a need for additional student counseling services. We would continue to fund (original fund ESSER II) the part-time counseling position. This position would be responsible for special programs and coordinate additional interventions/strategies for those students that need it. We are seeing a positive trend in our data that the additional counseling position is having an impact. The position will also help oversee the implementation and fidelity of new programs to address social/emotional needs. (ACHIEVE/SECOND STEP)

The district would continue to fund our summer enrichment program to address learning loss of our student body. We will focus on individual data and based on participation would include a culminating school trip that embrace hands on learning activities. We would fund summer enrichment with ESSER III funds for the summer 2022 and summer 2023. We would employ seven summer school teachers to focus on individual data and credit recovery opportunities.

The district would employ additional para-professionals to support the at-risk coordinator position. Student data drives the use of tier levels of support and our at-risk coordinator oversees these interventions. Based on feedback from our coordinator the added caseload during COVID has led to need to hire additional para-educators or another certified instructor.

Due to the size of our district individuals are required to wear many different hats while employed. We have made a number of adjustments for the safety of our school personnel and student body. For example, an ESSER II funded position has helped with food service, school safety cleaning objectives, and helped with tier level of supports as needed. We would continue to fund this position with ESSER III.

The following would be the use of funds to address learning loss and address the 20% threshold

2023 Summer enrichment program, (\$10,000)<https://ies.ed.gov/ncee/edlabs/regions/west/Ask/Details/60>

2024 Summer enrichment program, (\$10,000)<https://ies.ed.gov/ncee/edlabs/regions/west/Ask/Details/60>

2022-2024 Two additional para-educators to support multi tier level of supports,
(\$40,000)<https://ies.ed.gov/ncee/rel/Products/Ask-A-REL/60041>

2022-2024 Part time counselor position to over see programs that address social emotional needs. (ACHIEVE/SECOND STEP)
\$40000 <https://ies.ed.gov/ncee/rel/Products/Resource/-89694>

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

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

The overwhelming response from our stakeholders is they want a safe environment for our student body to participate in the physical education classroom. The classroom (gymnasium) serves many functions in our small community. The hosting of musical performances, athletic events, and as a place for the community to hold large gatherings. Currently there is not an HVAC system in place to filter or recycle the air and during large events this is necessary to provide a safe environment for our students and community members. We have gone through the steps of getting an environmental study completed and received approval from the historical society. These documents, supported by engineering plans, has been submitted and we received notification of our approval.

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

The district will utilize local assessment data to determine the impact of ESSER III expenditures. STAR testing results will be compared to previous benchmarks to indicate if growth is being made. State assessment data will be used to compare to prior years assessments. We will continue to look at our KCTC survey results and determine if the desired impact has been made in targeted areas. We will adjust to what our data is telling us and utilize the resources at our disposal to make the most meaningful impact. We are seeing an improvement based on the strategies that we have in place but will continue to monitor what our social emotional data is telling us, local and state assessments scores, and feedback that we will continue to receive from our community.

Allocations

| | Direct Allocation | True Up Allocation | Total Allocation | | 20% Minimum |
|-----------------------|-------------------|--------------------|------------------|-----------------------|-------------|
| ESSER III Allocations | \$377,179 | \$0 | \$377,179 | ESSER III Allocations | \$75,436 |
| Approved Total | \$0 | \$0 | \$0 | Approved Total | \$0 |
| Amount Left | \$377,179 | \$0 | \$377,179 | Amount Still Needed | \$75,436 |
| In Review Total | \$377,179 | \$0 | \$377,179 | In Review Total | \$87,179 |
| Amount Left | \$0 | \$0 | \$0 | Amount Still Needed | \$0 |

Line Items

| ID | Allocation Type | Learning Loss | Function Code | Object Code | Allowable Use | Total Expenditures | Status |
|------------|-----------------|---------------|---------------|-------------|---------------|--------------------|-------------------|
| 285-3-0002 | Direct | True | 1000 | 600 | 11A | \$6,000 | Task Force Review |
| 285-3-0003 | Direct | True | 1000 | 400 | 12 | \$3,001 | Task Force Review |
| 285-3-0004 | Direct | True | 1000 | 890 | 1A | \$1,000 | Task Force Review |
| 285-3-0005 | Direct | False | 4900 | 700 | 14 | \$116,401 | Task Force Review |
| 285-3-0006 | Direct | False | 4300 | 350 | 14 | \$133,599 | Task Force Review |
| 285-3-0007 | Direct | True | 1000 | 400 | 12 | \$11,198 | Task Force Review |
| 285-3-0008 | Direct | False | 2122 | 113 | 10 | \$40,000 | Task Force Review |
| 285-3-0009 | Direct | True | 2100 | 120 | 12 | \$37,000 | Task Force Review |
| 285-3-0010 | Direct | True | 2100 | 200 | 12 | \$2,830 | Task Force Review |
| 285-3-0011 | Direct | True | 2100 | 260 | 12 | \$150 | Task Force Review |
| 285-3-0012 | Direct | True | 1000 | 220 | 11A | \$4,800 | Task Force Review |
| 285-3-0013 | Direct | True | 1000 | 260 | 11A | \$200 | Task Force Review |
| 285-3-0014 | Direct | True | 1000 | 113 | 11A | \$21,000 | Task Force Review |

Line Item Details

Line Item ID: 285-3-0002

Allocation Type

Direct Allocation

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

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

Account Name

ESSER III TEACHING SUPPLIES

Account Number

60020

Function Code

1000 - Instruction

Object Code

600 - SUPPLIES AND MATERIALS

Allowable Use

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

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: 285-3-0003

Allocation Type

Direct Allocation

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

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

Account NameESSER III PURCHASED
SOC/EMOTIONAL PROGRAMS**Account Number**

60050

Function Code

1000 - Instruction

Object Code

400 - PURCHASED PROPERTY SERVICES

Allowable Use

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

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$0

Budgeted Expenditures in SFY 2023

\$0

Budgeted Expenditures in SFY 2024

\$3,001

Total Expenditures

\$3,001

Status

Task Force Review

Line Item Comment from KSDE

Clarification: Please provide additional information regarding what programs will be purchased with these funds and how it will affect (reduce) student learning loss.

Line Item ID: 285-3-0004

Allocation Type

Direct Allocation

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

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

Account Name

ESSER III OTHER EXPENSES

Account Number

60060

Function Code

1000 - Instruction

Object Code

890 - Other Miscellaneous Expenditures

Allowable Use

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

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$500**Budgeted Expenditures in SFY 2024** \$500**Total Expenditures** \$1,000**Status**

Task Force Review

Line Item Comment from KSDE

This line item does not qualify for the 20% set aside.

If the district intends to capture indirect expenditures as part of the indirect cost rate, please confirm. If the district is claiming these as regular ESSER expenditures, please provide additional details as to how the funds will be utilized.

Line Item ID: 285-3-0005

Allocation Type

Direct Allocation

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

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

Account Name

ESSER III EQUIPMENT/FURNISHING

Account Number

60070

Function Code

4900 - Other Facilities Acquisition and Construction

Object Code

700 - PROPERTY

Allowable Use

14 - Inspection, testing, maintenance, repair, replacement and upgrade projects to improve the indoor air quality in school facilities.

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$116,401**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$116,401**Status**

Task Force Review

Line Item Comment from KSDE

Clarification: Please provide additional information regarding this expenditure. Are you wanting to replace existing HVAC and windows? Please be advised that construction requires additional procedures.

Allowable if CDC guidelines are met. Capital Improvement documentation required.

Line Item ID: 285-3-0006

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 CONTRACTORS

Account Number

60080

Function Code

4300 - Architecture and Engineering

Object Code

350 - Technical Services

Allowable Use

14 - Inspection, testing, maintenance, repair, replacement and upgrade projects to improve the indoor air quality in school facilities.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$133,599

Budgeted Expenditures in SFY 2023

\$0

Budgeted Expenditures in SFY 2024

\$0

Total Expenditures

\$133,599

Status

Task Force Review

Line Item Comment from KSDE

Clarification: Does this line item relate to 285-3-0006? Please be advised that construction requires additional procedures. Allowable if CDC guidelines are met. Capital Improvement documentation required.

Line Item ID: 285-3-0007

Allocation Type

Direct Allocation

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

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

Account Name

ESSER III PURCHASED SERVICES

Account Number

60090

Function Code

1000 - Instruction

Object Code

400 - PURCHASED PROPERTY SERVICES

Allowable Use

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

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$0

Budgeted Expenditures in SFY 2023

\$11,198

Budgeted Expenditures in SFY 2024

\$0

Total Expenditures

\$11,198

Status

Task Force Review

Line Item Comment from KSDE

Clarification: Is this request for staff professional development and the purchase of programs (credit recovery and Seesaw)? If so, then these need to be on separate lines.

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

Line Item ID: 285-3-0008

Allocation Type

Direct Allocation

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

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

Account NameESSER III SOCIAL/EMOTIONAL
COUNSELOR**Account Number**

60100

Function Code

2122 - Counseling Services

Object Code

113 - Part-Time Certified Salaries

Allowable Use10 - Providing mental health services
and supports.**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: 285-3-0009

Allocation Type

Direct Allocation

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

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

Account Name

ESSER III STUDENT SUPPORT STAFF

Account Number

60110

Function Code

2100 - Support Services (Students)

Object Code

120 - Regular Non-Certified Salaries

Allowable Use12 - Addressing learning loss among
students, including vulnerable
populations.**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$18,500**Budgeted Expenditures in SFY 2024** \$18,500**Total Expenditures** \$37,000**Status**

Task Force Review

Line Item ID: 285-3-0010

Allocation Type

Direct Allocation

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

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

Account NameESSER III SOC SECURITY STUDENT
SUPPORT STAFF**Account Number**

60120

Function Code

2100 - Support Services (Students)

Object Code

200 - EMPLOYEE BENEFITS

Allowable Use

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

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$0

Budgeted Expenditures in SFY 2023

\$1,415

Budgeted Expenditures in SFY 2024

\$1,415

Total Expenditures

\$2,830

Status

Task Force Review

Line Item ID: 285-3-0011

Allocation Type

Direct Allocation

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

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

Account NameESSER III UNEMPLOYMENT STUDENT
SUPPORT STAFF**Account Number**

60130

Function Code

2100 - Support Services (Students)

Object Code

260 - Unemployment Compensation

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$0

Budgeted Expenditures in SFY 2023

\$75

Budgeted Expenditures in SFY 2024

\$75

Total Expenditures

\$150

Status

Task Force Review

Line Item ID: 285-3-0012

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account NameESSER III SOC SECURITY CERTIFIED
STAFF**Account Number**

60150

Function Code

1000 - Instruction

Object Code

220 - Social Security Contributions

Allowable Use11A - Planning and implementing
summer learning or enrichment
programs.**Budgeted Expenditures in SFY 2021**

\$0

Budgeted Expenditures in SFY 2022

\$0

Budgeted Expenditures in SFY 2023

\$2,400

Budgeted Expenditures in SFY 2024

\$2,400

Total Expenditures\$4,800**Status**

Task Force Review

Line Item ID: 285-3-0013

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account NameESSER III UNEMPLOYMENT CERTIFIED
STAFF**Account Number**

60160

Function Code

1000 - Instruction

Object Code

260 - Unemployment Compensation

Allowable Use11A - Planning and implementing
summer learning or enrichment
programs.**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**

Task Force Review

Line Item ID: 285-3-0014

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III CERTIFIED SALARIES

Account Number

61000

Function Code

1000 - Instruction

Object Code

113 - Part-Time Certified Salaries

Allowable Use

11A - Planning and implementing summer learning or enrichment programs.

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$10,500**Budgeted Expenditures in SFY 2024** \$10,500**Total Expenditures** \$21,000**Status**

Task Force Review

Line Item Comment from KSDE

Clarification: What staff will be hired in addition to the one certified staff member listed above. Program information requested: anticipated number of students and the duration of the summer program.

ESSER III APPLICATION FOR D0290

Status

Task Force Review

KSDE Application Comments

Stakeholder Engagement Feedback-

For Student subgroups - To what extent did you reach out to these groups outside of the district's staff? Please be specific.

Please be sure to save the comments for the stakeholder narratives.

KSDE has not confirmed the ESEA Evidence level for 20% set aside activities. Each district is responsible for documenting the evidence base and verifying that it meets the Evidence Based criteria as defined in ESEA. Please retain a link to the evidence that you are basing this on and which tiers of evidence it meets for future monitoring. Please see this link for more details <https://ies.ed.gov/ncee/wwc/essa>

Current Directory Information

District

Ottawa

Address

1404 S Ash St, Ottawa, KS 660672223

Mail Address

1404 S Ash, Ottawa, KS 660672223

Superintendent Name

Ryan Cobbs

Superintendent E-mail Address

cobbsr@usd290.org

Superintendent Phone Number

(785) 229-8010

Authorized Representative of the District Information

| <u>Name</u> | <u>Position of Title</u> | <u>E-mail Address</u> | <u>Phone Number</u> |
|--|---------------------------------|--|----------------------------|
| Ryan Cobbs | Superintendent | cobbsr@usd290.org | (785) 229-8010 |
| <u>Other District Representative 1 - Name</u> | | <u>Other District Representative 1 - E-mail Address</u> | |
| Tracey Moerer | | moerert@usd290.org | |
| <u>Other District Representative 2 - Name</u> | | <u>Other District Representative 2 - E-mail Address</u> | |

Plan for Safe Return

Please paste a direct link of your school district's safe return plan that is posted on your website.

https://core-docs.s3.amazonaws.com/documents/asset/uploaded_file/1575074/District_Plan_for_Safe_Return_to_In-Person_Instruction_and_Continuity_of_Services__3_.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?

To this point we have put into place a plan that has significantly limited our exposure and transmission of the COVID 19 virus at a minimal expense in terms of new ESSER Funds. We were able to utilize SPARKS funds and ESSER I funds to purchase cleaning supplies and equipment to address how we minimize our exposure and are now able to continue those processes without a great deal of issue. Furthermore, we have utilized KDHE grants to address testing protocols that have allowed us to provide additional staffing to address our COVID needs providing the opportunity for USD 290 to utilize its ESSER III Funds to address student learning loss.

Currently the process used within USD 290 creates hourly hand sanitization for every student and staff member. At the

elementary levels this takes place within a scheduled regimen, at the secondary level it takes place prior to each transition period. The students will also disinfect their desks and stations regularly. Again, at the elementary level this takes place in tandem with their hand sanitization. At the secondary level this process coincides with their transition of classes as well.

Our staff is very cognizant of grouping students and have done everything that they can to keep students at least three feet apart. However, we also know that our best learning at times takes place in groups and therefore we have continued to do so when needed and have kept track of who is in groups and how they maneuver through the classroom to ensure that we can contact trace if needed.

Currently lunch continues to be provided in large communal spaces, however, we have not yet gone back to a buffet style lunch system. Our food service staff pre-package all meals to ensure that there is no possibility of cross contamination or virus transmission of students through the lunch line.

The district continues to offer masks and hand sanitizer for all students who either ask for them or are incapable of providing them on their own. Our county has done a tremendous job of providing these resources for our county schools as we currently have pallets of hand sanitizer and masks that have been provided to our district at no cost, leaving our ESSER III funds to be utilized solely for learning loss.

USD 290 also has a high level of cleaning protocol throughout each of our district buildings. The district utilized SPARKS dollars to purchase Clorox 360 machines for each building and utilized them to do a thorough disinfecting of each building weekly. Each building will also disinfect any classroom that has had some sort of exposure or positive test immediately to address any additional concerns of transmission.

Many of our staff have been trained in contact tracing and work closely with the Franklin County Health Department to monitor the transmission of the COVID 19 virus throughout our schools and the community. Because of this partnership we are able to better determine who was exposed and their level of exposure. We also communicate that with the family so that they can be sure that they understand what is occurring and monitor their students and families for symptoms. We also help communicate the quarantine protocols from the County Health Department. Although we do not make that determination, we have taken on the responsibility of communicating it to ensure that our parents are informed and reduce the level of frustration that occurs with this process.

We also have a masking policy that currently provides the option for students and staff to choose whether they need to wear a mask or not. However, should the number of positive cases within a week reach a 3% threshold of a building student population, that building will go back into the mask mandate for the following week. Our transportation system requires the wearing of masks for any person riding on a bus or in a school vehicle that is carrying more than 1 person.

We have also implemented a testing protocol in 2 phases. The first is used as a diagnostic screener and predominantly provided by our nursing staff. This process occurs when students are expressing symptoms and parents choose to allow their child to be screened by our nursing staff. If the test is positive our students are then referred on to the Franklin County Health Department for further testing to validate the screener test. The second phase was a test to stay in school process intended to limit quarantine. In this phase if students are identified as close contacts they are able to stay in school as long as they agree to a 7 day testing period in which they remain negative on the screener assessment. If there is a positive, they are referred onto the FCHD for further testing.

These processes have helped us limit the number of positive cases and the levels of quarantine needed for our students to the point that we have never had a school shutdown, nor have we had a time when our students have not been able to attend classes in person.

Each of the systems and processes identified above are already in place and accounted for monetarily. There should not be a vast use of ESSER III dollars to continue any of these programs, however, should the partnerships throughout our community collapse and the need to continue these mitigation strategies be needed well into the future we would update our grant application to account for such changes.

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 high school principal and I meet with our students monthly to discuss a number of issues facing our students. This pandemic has been a distinct portion of that conversation. During those meetings students help us identify their needs, areas of concern, what they feel may be beneficial, how class size is impacting them, the positives and negatives of remote learning through google classroom, after school intervention, in school intervention, resources, etc. etc. They also discuss with us the social and emotional toll that this has taken upon them such as the loss of milestone events in their lives, including prom, graduation, band, and choir concerts, etc. etc. In terms of outcomes students would like to see interventions continue, they would like to see after school options continue, and they appreciate the increased social/emotional efforts put in place by the school. Specifically, they would like us to address the BoysTown approach we have in our lower levels dealing with positive praise. Finding a way to feel that they are doing well, beyond award recognition, but in day to day activities and conversation was incredibly important to them.

Throughout our district our staff, including our counselors and social workers, routinely meet with individual students and groups of students to discuss their progress and goals, their needs, and their achievements. In doing so, specific feedback from those students and groups are utilized by our administrative staff to determine which programming is best to put in place, what resources we have available and which might be needed, as well as determining the effectiveness of what is currently in place.

USD 290 will continue to meet with students monthly to gather feedback and insight as to their needs.

Continued Clarification from Disadvantaged Students: Case managers from Elizabeth Layton Center who represent a multitude of our disadvantaged students meet with USD 290 monthly, specifically Chrissy Robinson in most cases.

Lastly, representatives from TFI, DCF, the Franklin County Attorney's office, Cornerstones of Care, Elizabeth Layton Center, Willow Domestic Violence, and ECKAN, Life Care Center, and The Franklin County Juvenile Detention Center have set up a monthly meeting to discuss our disadvantaged students throughout the county.

USD 290 also hosts a monthly meeting with the Franklin County Children's Coalition along with the Early Childhood Coalition to address the learning needs of our birth to pre-k student population.

Clarification 3: USD 290 meets monthly with different groups of students to discuss their particular needs. During these meetings the opportunity to use ESSER funds is addressed. To this point our students have identified after school activities and summer programming that extends beyond summer school as their needs. Both of which are addressed in the ESSER III plan. We will continue to meet with students monthly.

Families

USD 290 has engaged families in a number of different capacities. We have done so through questionnaires, as well as through building and district level site councils. We also utilize social media platforms in a number of ways as well as our local radio station KOFO to put information out while providing access to us for questions and comments. We also meet with our local civic groups that have many of our parents involved with them as well. During the survey we asked parents to suggest their level of importance in how our ESSER funds were utilized including summer school, after school tutoring sessions, targeted small group instruction during the school day, summer enrichment in fine arts, computer technology, athletic camps, etc., improved connectivity to make technology and software available for home use, provisions for behavioral supports to campuses, use of funding to extend current programs, provisions, or interventions for an additional year or two, and the use of funds to retain staff. The survey also provided the option for opening ended questions as to what families think their students' top needs are as well as what priorities they recommend in addressing learning loss. The outcomes of that survey were to focus on summer enrichment including the fine arts, computer technology, camps, etc., provide additional support for academic intervention, and to expend funds to retain staff. The open-ended questions provided similar results. The conversations with families during site councils, again, provided similar results. Furthermore, some of our parents have chosen to utilize the public forum of our board meetings to express their ideas, concerns, etc. with our board and engage in conversation with them about improving our student achievement through this pandemic. ESSER funds have been discussed in this forum multiple times with dialogue routinely going to and from the board to those wishing to engage in that conversation.

USD 290 will continue to communicate with families via newsletters, in person events, surveys, radio and newspaper spots, social media, and through board meetings to gather their feedback and insights.

Clarification 3: USD meets monthly with parents during building SITE councils. During those meetings the needs of students are discussed as well as the opportunity to address those needs with ESSER funds. We also have sent out a survey to all parents and will continue to do so each year as we address the changing needs of our student population. The determination of that survey and discussions with parents is similar to what we have identified already including intervention, summer programming, small group instruction, and retention incentives to keep good staff. Each of these items is addressed within our ESSER III plan.

School and District Administrators including Special Education Administration

USD 290 engages our administrative team, including our special education team every other week through administrator meetings. We also have daily conversations with our administrators regarding the needs of their students, processes in place, and how we best meet the demands of our population. ESSER funds are a consistent part of that conversation as we engage in dialogue regarding what the gaps in our learning are, how we address those needs, what additional supports might we need to put in place, and how we might be able to use our ESSER funds to address those issues.

Our admin staff was also provided the survey that we gave to all staff and parents suggesting their level of importance in how our ESSER funds were utilized. As stated previously, the survey provided the option for open ended questions as to what we believe our students' top needs are as well as what priorities they recommend in addressing their learning loss. As with the response we received from parents and staff, our administrators are most concerned with ensuring that we can overcome learning loss, ensuring that we have sound practices and fundamental instruction in place in our core as well as strong intervention tied to individual needs, and the retention of staff.

USD 290 will continue to communicate with our administrative staff daily and weekly via in person meetings to discuss the ongoing needs of our student and staff population.

Clarification 3: USD 290 meets every other week as an administrative team. In discussion of ESSER they have identified the need for retention incentives, summer programming, and intervention as their greatest need. Each of which is identified in the ESSER III plan. We will continue to meet with them every other week and discuss our ESSER III plan and any additional needs that may arise.

Teachers, Principals, School leaders, other Educators, School Staff and their Unions

USD 290 has engaged staff in a number of different capacities. We have done so through questionnaires, as well as through building level leadership teams and professional learning communities. Through the same survey provided to administrators and parents we also asked teachers to suggest their level of importance in how our ESSER funds were utilized through a rating scale of pre identified options as well as several open-ended questions as to what they think their students' top needs are as well as what priorities to they recommend in addressing learning loss. The outcomes of that survey showed a desire of staff to ensure that we retain quality teachers given the impending shortage, as well as providing behavioral support to them and our students as we have seen increases in student issues throughout the year. Most of the learning loss pieces of the survey came in near identical to one another in terms of need including small group learning, summer school provision, and strong intervention programs, however, these came in below addressing teacher retention and student behavior.

Through the BLT's and the PLC's our staff have discussed and continued to develop plans that address learning loss including after school intervention programs, in school intervention programs, addressing social/emotional concerns, and targeted small groups from both an academic and a social/emotional need. Our teachers, staff, principals, members of the union, etc. are engaged in these conversations weekly through our PLC's and our feedback loop. Through this process each staff member has access to their principal and the superintendent, as well as the superintendent and principals have access to each staff member. We have had multiple conversations through this process about what students need, what gaps in their learning exist, how we can address those needs, and if we would need to utilize ESSER funds to be able to accomplish those tasks and goals.

USD 290 will continue to meet with our staff weekly through BLT's as well as through other means of communication including surveys, newsletters, social media etc. to gain their knowledge and feedback.

Clarification 3: USD 290 meets every other week with our staff during BLT. In those discussions ESSER funds are discussed and our staff have identified the need for retention incentives, summer programming, and intervention as their greatest need. Each of which is identified in the ESSER III plan. We will continue to meet with them every other week and discuss our ESSER III plan and any additional needs that may arise. The information from BLT is then processed through the entire staff during PLC's. Their feedback is then brought back to the BLT, and then back to admin meetings for a full feedback loop. Subsequently, every staff member has a voice. We also provided a survey to staff which identified the same areas of need. We will provide those surveys annually as well.

Tribes

Ottawa has a history of Native American tribes in our area. However, those tribal nations seem to no longer exist in an organized capacity. I worked with the Franklin County Clerk to determine who I might be in contact with to gain access to those organizations. She indicated that the County was not aware of any organized tribal nations still in existence in our area. Subsequently, we were unable to reach them specifically.

That does not mean that the voice of our native american students was not heard nor provided for. A survey was sent out specific to those identified in our SMS as native american. This included about 20 parents of 35 students. Through that questionnaire it identified that the plans that we have in place and continue to explore are in line with the needs they identified including additional support in small group intervention, more robust summer programming, additional after school programming and help, behavioral support, and the retention of our staff. One item that did come up in these conversations that did not exist in the others was a strong desire to provide greater internet connectivity. We will continue to work with our city and the state to secure broadband access to all students.

We also have been utilizing small groups with our counselors, social workers, and administrators to address our native american's thoughts on goals and needs, programs currently in place and what is working, as well as what they may like to see that would help them find success and close the achievement gap. These types of conversations take place daily across our district and come back to us via the administrative team at our bi-weekly meetings. From there, we address a plan for implementation if needed, and how we best ensure that we meet the needs of those students.

USD 290 will continue to communicate with families of our native americans via newsletters, in person events, surveys, radio and newspaper spots, social media, and through board meetings to gather their feedback and insights.

Clarification 3: USD 290 sent out a survey to all of our tribal families. The rate of return was poor, however, it did indicate that which we saw with families overall including small group instruction, intervention, summer programming, and staff retention incentives. We will continue engage this population in discussion via our staff, as well as annual surveys.

Civil Rights Organization including Disability Rights Organizations

We do not have a large volume of special populations in our community and therefore we do not see a large number of civil rights organizations outwardly in our area. I did reach out to Franklin County administrators to determine if there were indeed persons

we could be in contact with to address such organizations. They confirmed that there were not any active civil rights groups in Ottawa, and the closest we would come to them would be through Lawrence and Douglas County.

I did reach out to 2 local groups here in Ottawa that work with our disadvantaged population: United Way of Franklin County and the East Central Kansas Economic Opportunity Corporation. Both groups had great ideas and felt that those processes currently in place with ESSER II funds should continue into ESSER III including after school programs, summer school programs - specific to experiential learning, academic intervention, small class sizes and small academic grouping, addressing behavioral and social/emotional needs, developing a mentor program, as well as ensuring that we can retain our staff appropriately.

They also discussed with us the opportunity to utilize dollars to address personal needs of students including car packages, school supplies, clothing vouchers, shoes, college visit costs, ACT costs, and mental health needs. They both also identified communication as an area that we can improve upon, although they did not identify how we could impact that with ESSER funds.

We do have a program specific to our persons with disabilities and our Special Education Director is a member of the local accessibility advisory board. During his time there they have discussed our schools and the best use of our funding mechanisms. In each instance they have felt that our plan to increase specified intervention, bolster the core curriculum, provide additional programs both after school and in the summer, as well as the retention of our staff are important issues.

Furthermore, the survey that we sent out to parents was available to all of our special populations with their results being tabulated with all parents. Again, the data showed that there is support for the plan that is in place.

We will continue to engage all of these groups in conversation regularly including our continued participation on their respective advisory boards, surveys, in person meetings, social media, and other relevant forms of communication.

Clarification 3: For our underprivileged students we meet regularly with Crystal Anderson at ECKAN and Leigh Hanson at United Way. These agencies provide services for our students from low-income families, those that are homeless, and migrant families. These discussions address needs and concerns regularly and how USD 290 can impact not only their academic growth, but also their familial growth especially during this pandemic. I met with Crystal and Leigh individually to discuss ESSER funds. They identified summer programming and after school programming as their greatest concerns as well as intervention strategies. They were excited to know that all 3 of those areas were covered within the plan. I meet with Crystal monthly and Leigh biannually. During each of those meetings we continue to discuss ESSER funds and how we can best utilize them to help our student population succeed.

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 a meeting with stakeholders from our students with disabilities population which included our special education director, our special education coordinator and our school psychologists, stakeholders from our ELL population which included our ELL coordinators, stakeholders from our homeless, foster, and migrant populations which included our social workers and counseling staff. Each of these groups impact one another and each were given the opportunity to provide their insights as to how we best utilize the resources we have through ESSER to meet the ongoing needs of our student populations.

This group as a whole indicated that our students were somewhat ahead of the game because we have been able to remain educating in person throughout this pandemic, with the exception of the initial 7 week school closure. That is not to say that we do not have areas in which we can identify for improvement. They did indicate that the current processes in place were a great first step including additional technology for all students, improved programming including digital programming for intervention, improved instructional resources, additional support through our MTSS program specifically identified for areas of need, improved summer programs, improved after school programs, etc. etc.

In terms of addressing additional needs, each group indicated a need to address learning loss over the summer months.

They further elaborated that these opportunities need to be experiential in nature, tied to their academic, but not necessarily just classroom seat time. Specifically for students with disabilities and our language learners, opportunities that allow students to continue to have structured environments specific to their what their learning goals would be.

They further identified the need for social groups for our foster, migrant, and homeless students to ensure that they have the opportunity to continue their social/emotional programs over the summer. These students are more susceptible to slides in their overall mental health as the supports around them wax and wane. Therefore, in order to ensure that the supportive programming implemented to ensure that students are safe and secure allowing for high levels of learning continues beyond the school calendar, a suggested summer program specific toward social/emotional stability was a part of the discussion.

Lastly, I met with the community corrections advisory group that oversees the juvenile justice in Ottawa and Franklin County, which also includes the director of the Franklin County Juvenile Detention Center. In our conversation there seemed to be consensus again that the programming that we have put in place for all students will be extremely beneficial for all students including those that are incarcerated. They did further identify that as COVID restrictions continue to open up that the instructor that was in place at the JDC would be their greatest request. This staff member had been transferred because the housing unit there was not accepting out of county students and therefore there typically less than 2 students incarcerated at any time and services were being provided to them in different ways. Now that there is an increase in population being served through Day School, Ottawa incarcerations, and students being housed from other counties in our JDC, that staff member has been reassigned and will provide full time in person instruction for those students once again.

We will continue to meet with each of these groups monthly to gain their insight and opinion as to the needs of our community and students.

Clarification 3: USD 290 meets quarterly with Community Corrections and The Franklin County Juvenile Detention Center, specifically with Dustin Browning and Ken Halliburton. Again, when the needs of individual students arise, we have an open line of communication back and forth. USD 290 meets monthly with Crystal Anderson at ECKAN in which we discuss a multitude of things. We also have scheduled meetings 2 times a year to ensure that we have programming for our students as they enter school and again for programming over the summer. USD 290 meets with United Way and Leigh Hanson 2 times a year in the same capacity as we meet with ECKAN. There is also open communication between the entities as the need arises as well. Case managers from Elizabeth Layton Center who represent a multitude of our disadvantaged students meet with USD 290 monthly, specifically Chrissy Robinson in most cases.

Lastly, representatives from TFI, DCF, the Franklin County Attorney's office, Cornerstones of Care, Elizabeth Layton Center, Willow Domestic Violence, and ECKAN, Life Care Center, and The Franklin County Juvenile Detention Center have set up a monthly meeting to discuss our disadvantaged students throughout the county.

USD 290 also hosts a monthly meeting with the Franklin County Children's Coalition along with the Early Childhood Coalition to address the learning needs of our birth to pre-k student population.

In each of these meetings we discuss the ability to use ESSER funds. ECKAN, ELC, and United way have identified summer programming, intervention, and after school programming as their greatest concerns. Each have been addressed in the ESSER III plan. The other entities including the juvenile detention center, community corrections, willow, etc. have indicated that they are not really in the know about what our students need, however, they have indicated that they trust the schools in making those decisions. We have provided them our plan and they have indicated that they agree with those measures. At each of our meetings we continue to address the needs of our students with them and how ESSER funds might be used to provide support.

Provide the public the opportunity to provide input and take such input into account

USD 290 has provided several opportunities for our community to be involved in this conversation. As stated in several responses above our parents were able to respond to a survey provided by the district to address their concerns with learning loss. Our families make up about 40% of our overall community and subsequently their responses are a fairly decent indicator of how the rest of the community feels as approximately another 30% of our community is tied to that school group as either grandparents, aunts/uncles, etc.

We also provide opportunities for our community to be a part of this conversation through the district's participation in civic organizations. Most notably the local Rotary group and the Optimists have had us work with them to explain what is happening in our schools, specifically with COVID, how they might help, and what our next steps are. These groups are great about providing their insight and opinion and well as providing additional resources to help meet those goals.

Each of our buildings and the district has SITE councils that we work with. We recently met with the district level site council to discuss ESSER funds and how we might utilize them to meet our students' needs. They were very adamant that we continue to address the social/emotional needs of our students, wanted to make sure that we continue to provide targeted intervention for those students who have lost instructional time, and that we retain our staff as best as possible in the current workforce climate.

Ottawa has a local radio station that has become the source of news information with the decimation of our local newspaper. Each of our administrators do a morning spot on the radio station and provide insight into what is happening within our schools. I talk about ESSER and learning during nearly every spot on Tuesday mornings. The station provides questions to be asked and takes calls from the public throughout the day and provides the opportunity for me to address those topics. It is truly a great format for getting information and disseminating information.

USD 290 also participates in a monthly meeting of elected officials which includes the 5 Ottawa City Commissioners, the 5 Franklin County Commissioners, the administrators associated with each entity, the Ottawa Chamber of Commerce, and the Franklin County Economic Development Council, as well as the members of the USD 290 Board of Education and administrative staff. During this meeting we not only discuss the use of ESSER funds, but other dollars that are being utilized during this pandemic including ARP funds and SPARK funds. Together, we discuss the needs of our community and the roles that each of us play in ensuring that we continue to provide for our constituents during this pandemic. These meetings are, in part, why our district has been provided face masks, sanitizer, etc. at no additional cost to USD 290 as the group developed a plan to purchase those items in other capacities. In having discussions about the best way to provide for our students, this group mentioned their participation in the survey that went out and felt that the direction the district is heading in responding to our students needs is right on track. We continue to have these conversations monthly moving forward.

We also have patrons come to board meetings and use their time during public comment to engage the board in their thoughts and ideas as to how we should address learning loss and the ESSER funds that we have available.

USD 290 will continue to communicate with our stakeholders via newsletters, in person events, surveys, radio and newspaper spots, social media, and through board meetings to gather their feedback and insights.

Clarification 3: The public is updated on ESSER at multiple meetings and events including radio shows, city/county/USD meetings, civic groups including Rotary and Optimist clubs, the Ottawa Recreation Commission etc. USD 290 has daily spots via KOFO in which we consistently address ESSER. Patrons know that they can call in and ask questions etc. Monthly meetings exist with city commissioners, county commissioners, and members of the Chamber, Development Council, and ORC. The ESSER plan has been discussed with these groups as well. We have presented the plan to both the Rotary Club and Optimist Clubs. In each instance with all of these groups, they have approved of the use of ESSER funds to address summer programming, after school programming, intervention, and teacher retention incentives. These meetings will continue in their scheduled courses and we will always address student issues with them and the availability of ESSER funds to meet our needs.

Use of Funds for Learning Loss Set Aside and The Rest of The Allocation

Please briefly describe the impacts of COVID-19 on the district and its Pre-K through 12 students, including any relevant data where possible (e.g., cost impact, learning loss, emotional impact on students). If there has been a disproportionate impact on a special population in the district (e.g., students with disabilities, English Learners, students in foster care, students in poverty, etc.), please describe the impact and provide the number of Pre-K through 12 students in that population.

COVID 19 has impacted us such that this year's 8th graders have not had a normal year of school since they were in the 5th grade. In Ottawa the impact of this has shown itself in many ways including cost impact, social emotional duress, learning, staff retention, and the overall morale of our systems. We do have special populations, however, there has not seemed to be a disproportionate impact that our data can see, other than an increase in the overall population of these students.

Cost Impact: The cost impact to our district has not been one that has put USD 290 in a difficult situation. Because of our incredible partnership with Franklin County we received a large sum of SPARKS funds that we were able to couple with our ESSER 1 dollars to ensure that we have proper disinfectant materials and strategies, that we had the appropriate safety measures in place including dividers, water bottle fillers instead of fountains, etc. etc. After initial purchases of hand sanitizer and masks, the County and City then provided those items for us so that we could utilize our ESSER 2 and 3 dollars to address learning loss and not the managerial needs of COVID. Because of this and our mitigation plan, our district has not lost a single day to in person student learning because of COVID, with the exception of the initial 7-week shutdown in March of 2020.

With that being said, the cost impact to overcome the other issues that we need to address including social/emotional, learning loss, etc. is substantial considering the additional work and personnel it will take to overcome those needs.

Learning Loss: In terms of our assessment data our scores have actually improved since the beginning of the pandemic in all of our major measuring sticks. Graduation rates went over 90% for the first time in the history of Ottawa High School in 2020 and remained close to that in 2021. Decisions related to curriculum, instruction, the MTSS process and professional development needs are made using a variety of data: ACT, KAP state assessments, NWEA MAP reading and math, FastBridge reading and math, and myIGDIs for preschool.

The Spring 2021 data indicated:

ACT: All junior students participated in the free ACT sponsored by the State. The mean scores indicate our students' strength to be in reading followed by science/STEM and then Math with English posing the most challenges. With this data, ACT preparatory classes have been added as electives in addition to an ACT Bootcamp opportunity for students. An ACT Consultant has provided professional development for teachers to connect ACT skills to their content areas.

KAP: Kansas State Assessment Spring '21 data showed that our 3rd, 4th and 7th grade students were scoring at or above the state average in math, 3rd grade scoring above the state average in reading and 8th grade scoring above the state average in Science. The trend data from the past 5 years indicated progress in almost every grade level. With this data, all grades 3-8 are using the interim assessments and mini-tests to offer students practice with the question types on the state assessments. Curriculum and instruction is also presented in standards-based classrooms.

NWEA MAP Math and Reading: The fall to spring growth from the 2020-2021 school year indicated growth; however, the percentage of students in the average and above categories is still in the 50-78% range rather than in the 70-80% range. The fall 2021 data indicates that our students in first grade and fourth-eleventh grades are beginning on target with the norm, but the second and third grade students saw a significant decrease.

FastBridge: The subtests used within FastBridge are early Math and Reading, aMath, aReading, Math Automaticity, Auto Reading, SAEBRS and mySAEBRS. These assessments offer starting points for teachers in offering interventions for students at risk for specific areas in mathematics, reading, and social skills. Results are used to guide core instruction, interventions, and professional development. This data demonstrated that a solid foundation of numbers and operations is necessary for all grade levels to address even if it isn't explicitly instructed with the content. It also indicates that specific skills like phonics, morphology and vocabulary, need to be strengthened in order to increase student reading comprehension. SAEBRS and mySAEBRS data directs teacher teams, counselors and social workers to pinpoint specific social emotional needs that need to be addressed with specific students.

myIGDIs: The preschool program uses data from myIGDIs which are early reading and mathematical skills. The growth in the

preschoolers from fall 2020 to spring 2021 was incredibly decreasing a large portion of students in Tier 3. The students in our preschools also scored well in their Fall 2021 FastBridge data, indicating that the renewed focus on using data to drive instructional decisions at that preschool level increases their kindergarten readiness. This data drives the discussions to increase the number of students who can be served through our preschools.

Social/Emotional: This is the area in which we have seen the biggest change in our student population. Although none of these issues are explicitly caused by COVID the virus, the pandemic in and of itself is certainly a large factor in why we are seeing and dealing with many of these issues. In the fall of 2021 we saw a huge increase in violent/sexual crimes against our students often times resulting in suicidal ideation. In a period of a week we saw a grandparent arrested for sexual molestation, a cousin arrested for indecent liberties, and a father arrested for physical assault against a child. In each of these instances these students came to school and expressed their need for help to an adult at school. Our social work and counseling staff have done an amazing job of reaching out to families and supporting our students while they continue to try and learn with these other issues looming and impacting their feeling of safety.

We have seen an increase of about 200% with our students with regard to suicide ideation. We have had multiple students attempt in the last 6 months and have been incredibly blessed that none have succeeded. We have also been blessed again with a great staff who have beyond a shadow of a doubt stopped many of these attempts and are most likely the reason that we have not seen any of our students be successful in their attempts. Because of our technology department and the systems that we have put into place, and because of the incredible relationships our staff build with our students we have been able to communicate these issues with parents and provide additional support for our students via internal and external agencies to address their needs and safety concerns.

We have also seen a huge increase in office referrals. In the month of October Ottawa Middle School saw nearly a 700% increase in office referrals. In many cases this is directly related to the pandemic. For example, our 8th grade students have never had a normal school year at OMS and therefore, they themselves were never modeled appropriate behavior. Our 7th graders who had a disrupted 5th grade year, and a 6th grade year that provided minimal mixing of students and transition, some of which chose to take a different learning route with remote instruction, etc. etc. and they have yet to see behavior modeled appropriately and our 8th graders do not know how to model that behavior as it was never modeled to them. Our 6th graders have no idea how they should respond as they are in a completely different system altogether than what they saw last year and neither the 7th or 8th graders can provide the appropriate modeling for them. Subsequently what we are seeing is the reteaching of behavioral expectations to an entire building and it is grinding on both the students and adults resulting in le

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 290 intends to use the bulk of its ESSER III funds to specifically address the learning loss of our students through targeted and impactful intervention.

To begin with, USD 290 would like to continue to fund the interventionist initially provided for with ESSER II funds. Those funds will extinguish themselves after 1 year and the work that these interventionists will be doing is significant. Specifically these 3 staff members will be targeting the mathematical learning loss of students who were most impacted by the initial shutdown in March of 2020 and the change of the school process in the school year 2020/2021. In USD 290 those would have been our PK, K, 1, and 2 students. With the interventionists in place we will target the foundational skills lost with those specific students over the course of the next few years and build capacity in their learning that may have been affected due to the shutdown of our schools and the change of instructional practices in 2020/21. They will also work with teachers to provide great core instruction and ensure that the interventions that they are putting into place find relevance and correlate to the instruction that is occurring in the classroom for a seamless transition and application of knowledge.

This particular program coupled with our Title reading services that are already in place, as well as targeted intervention strategies that are taking place at the elementary buildings will address the major foundational needs of our most pressing

students during their developmental years. Although the intervention that is currently in place is not slated to utilize ESSER III funds, it is worth noting that it coincides with the use of the interventionists and is part of the overall plan to address learning loss. Through previous work with TASN USD 290 developed a plan to implement a robust Tier 1, Tier 2, and Tier 3 instructional model that was intended to provide multi-tiered systems of support in the area of reading, math, and behavior. The reading and behavior plans were basically in effect prior to the pandemic, however, we had yet to be able to implement the math plan due to COVID. However, that plan is now in place, there is specific intervention time set aside at the elementary, middle, and high school to address both reading and math specifically. These programs are outside of Title for reading and what the math interventionists are providing, however, they work in tandem and provide additional support for our students needing that continuation of instruction in order to meet their learning goals. The plan in place is already finding success and its continuation should reap significant dividends as we move forward.

USD 290 also plans to continue its after school programming. Currently we are employing staff to stay beyond their contract time to provide additional support and instruction to students who need it. This is an optional platform that our families can access should they choose and many of them are opting to do so. Not only has this been beneficial in helping our students who need to catch up on missed information, or need additional help in their initial understanding of concepts, but it also has been beneficial in providing small group instruction, mentoring amongst peers, and an avenue for students with high anxiety to participate in the learning process with less observers and more direct communication with the teacher.

Our work with parents has indicated a strong desire for summer school programming, however, together we have identified a different way in which we can provide that programming. Historically, the 4-week summer school program designed specifically for math, reading, or credit recovery has yielded minimal results. Therefore, given the high levels of anxiety and social emotional issues that we face with our students, the fact that many of our students have had experiences taken away from them during this pandemic including but not limited to field trips and other learning opportunities, we feel that we can couple learning experiences with our learning standards. Our intention is to offer our students the opportunity to take "adventures" with our staff over the summer to identify learning spaces that align with our learning targets and goals. In doing so, not only can we address expected behaviors, how to act in public, etc. etc. but we can also address experiential and hands-on learning in ways that our schools can not always provide. For example, Science City in Kansas City has amazing learning scenarios for our students that we can then tie applicational knowledge to. Prairie Fire Museum in Overland Park will provide learning experiences in science and mathematics that coincide with our curriculum and provide activities that make that learning come to life. We have been exploring a number of options that provide experiential opportunities for our students that surround our curriculum and standards while allowing students to be hands on, interactive, and authentic in their learning.

Currently the most pressing concern in terms of ensuring that we address instructional loss is the retention of our current staff. Due to the increase in achievement accountability, student behaviors, anxiety, and of course fear and concern for one's health we are seeing more of our staff who are eligible for retirement take it, and those who have just come into the profession and are not necessarily tied to it, find other jobs to consider. In our area we have a number of industries whose starting wages are above the base teacher salary and offer a number of incentives including tuition reimbursement, relocation, and upward mobility. These opportunities are only growing as these industries feel the lack of work force as well and continue to offer incentive plans that become difficult to deny. As our staff continue to endure the onslaught of negativity that surrounds public education it becomes increasingly difficult for them to continue the pursuit of what started us in this career to begin with, which was the love of children and education.

We are currently struggling to fill paraeducator roles, the specialist roles (occupational therapy, speech pathology, school psychologists, etc) are nearly impossible to find and when you do competing with the salary they command in the open market is even more challenging, special education teachers are equivalent to unicorns, and the inability to find quality math and science teachers has been documented for years. All of these challenges are now exacerbated due to COVID and the departure of many of the staff

that we have counted on as being the foundation of our systems for years. We will continue to do our best in assuring that our systems are working at full capacity, however, this is a cyclical in nature as this shortage becomes pronounced. Positions that are left unfilled will have to be enveloped by other staff members creating more work, more stress, more anxiety which may result in more turnover. More turnover with less available staff results in more of the same. Teacher retention is going to be a major consideration of our schools as we move forward.

USD 290 will continue to host small group instruction and intervention. We are currently using ESSER II funds to limit class size for one grade level so that we can have consistency in that small group instruction throughout the district. We have also

implemented a robust multi-tiered system of support kindergarten through 12th grade to address specific instructional needs and gaps with our students. Although this was done with during the contract day and did not require additional funding to make possible, we did use ESSER II dollars to incorporate 95% Group, Lexia Core 5, Happy Numbers, Newsela, Math 180, and Maneuvering the Middle as intervention materials across multiple buildings meeting the needs of both our instructional sta

How the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act?

USD 290 will continue to be flexible in its plan as these funds will be utilized several years into the future. However, it is clear at this point that there are several things that will be consistent throughout that process. These are identified below, however, are in no order of importance.

Retention of Staff: Like many schools in our state the recruitment and retention of staff is at the forefront of conversation. We feel positive that we can recruit staff to our district and our past history would support that notion. However, COVID has certainly impacted our staff to which those that were able to retire are choosing to do so, and those that were on the fence about the profession may choose to leave, especially in the realm of special education. That does not even take into account our classified and support staff and the number of positions that we currently have open and the difficulties we are facing in filling them.

To start we would like to provide a retention incentive for our staff that would follow the following plan which would be estimated not to exceed \$669,000 for a \$1,500 incentive. The plan falls out as follows:

Classified Retention Incentive (not to total more than \$1,500):

Provide \$375 per quarter through 1st quarter of 2022/23 school year beginning in December of 2021/22 school year.

Staff member must retain their position through the entirety of the quarter

Should they do so, they will receive a retention incentive of \$375 for the previous quarter worked

Available only in December of 2021, March of 2022, May of 2022, and October of 2022

Should the employee leave in the middle of any quarter, they will forfeit the entirety of any incentive

Any new staff joining USD 290 would be eligible for incentive after working 1 full quarter

(day 1 of the quarter to the end of the quarter) - if joining in the middle of the quarter, they will not be eligible until the end of the next full quarter.

Licensed Staff Retention Incentive (not to total more than \$1,500):

Provide a lump sum payment in May for anyone signing their contract to return to USD 290 for the 2022/23 school year

Contracts will not include salaries as that will still be negotiated

Should the employee utilize the negotiated agreement to end their employment at any time from the point of acceptance through the remainder of the 2022/23 school year they shall be responsible for the conditions of release identified in the NA as well as a repayment of the entirety of the retention incentive.

The second piece would be to continue the interventionist position into the 23/24 school year and possibly into the first semester of the 24/25 school year. These interventionists will begin in the 22/23 school year at each of our 3 elementary schools and will target those students hit hardest by the initial shutdown which are now our 2nd, 3rd, and 4th graders. We will use this personnel to provide specific intervention in mathematics for those students as we try to fill gaps as well as provide additional instructional coaching to our staff who are providing core instruction to our students. This will cost our district about \$300,000.00 per year.

An additional piece will be the continuance of providing health support staff at each of our buildings. Our nursing staff have been overwhelmed and continuing to provide RN support in each building is a necessity. We will provide this through the fall semester of 2024 at a cost of about \$80,000 per year with salary and benefits.

We will also continue to provide additional support through a more robust summer school including experiential learning. Our staff is currently working on plans in which we can identify student experiences (i.e. Hutch Cosmosphere, Science City, Nelson Atkins Art Gallery, etc. etc.) that align to our instructional standards and provide truly hands-on experiences for our students.

Not only do we want to address the academic side of this process, but also that social emotional piece. It has become clear that some of the behaviors that we have seen impact our schools this year are directly correlated to the lack of participation of our students in external programming that provides for social norms and cues, understanding group settings and

dynamics, understanding behavioral expectations in public places, etc. etc. It was also clear from our conversations with stakeholders that providing these types of summer programs including social groups is important to their growth by continuing the learning that was taking place throughout the school year and lessening the impact of the summer slide during break.

These processes will be incredibly important to our students and families as we try to overcome many of the social/emotional issues that have been developed due to this pandemic and the isolation of families that has occurred.

We will also continue to provide resources that allow for digital intervention and practice that families can use from home. This may result in continued purchase of licensing etc. However, it has become clear that the ability and ease of the digital platform has positively impacted the lessening of the learning gap within our student body.

We also want to utilize ESSER funds to address summer professional development for our staff as we continue to implement new systems including our core reading instruction at the elementary level, and math resources K-12. With continued staff development in these areas improving our overall instruction we can limit the number of students who need additional intervention as well as expediting the narrowing of the gap for students due to the soundness of our whole group instruction. With less students needing intervention, our small group instruction and targeted intervention should be more impactful, again, advancing gains in learning at a much quicker rate.

We would use this professional development time to also address curricular gaps and scope and sequence. By shoring up our core curriculum in all areas we provide much more targeted and efficient instruction to all kids with specific learning targets in mind. This complete understanding of our curriculum, the standards we teach, and the sequence in which we teach them will also benefit our intervention as we ensure alignment with our curriculum, relevance to what is being taught, and consistent use of language and terms. In doing so, we provide greater access to learning and improve the levels of achievement for our students as we progress.

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 discussions with students, staff, administrators, board, community members and stakeholders identified a couple of things that are impacting the level of learning loss within our student body. We would like to utilize ESSER funds to address our learning loss through the following proposals.

The social/emotional needs of our students is something that we continue to monitor and account for. Through the Boys Town model we have not only begun to address student behavior, but utilize the well managed schools template to provide improved motivation for our students with challenging social/emotional, behavioral, and academic needs, to reduce severe discipline problems, increase student and teacher satisfaction with the power of positivity, an improvement of the administrative process, an improvement of students physical and emotional safety, and also to improve absenteeism. Although these items are not specific to our students from poverty, ELL, disabilities, etc. they do impact them and at times given the issues facing these students impact them at a higher level.

We will also continue to offer our intervention program through the MTSS model. Our students who have shown that they have specific gaps in their learning have been identified and additional support is being provided to them in small groups during core instructions as well as through distinct and specific intervention strategies. Although this process is not specific to the disproportionate factions of communities, it directly impacts them as we see additional support being provided to those students with those identified needs.

We also address this with additional intervention opportunities through our introduction of interventionists. These 3 additional staff members will address students who were in grades K, 1, and 2 when the pandemic first hit and lost significant instructional time through the school closure in the spring of 2020. Through this process we will identify specific needs of these students and apply additional support on top of the core instruction, small group instruction, intervention through MTSS, and tie this to increased math intervention and additional reading intervention. They will also be utilized to provide some instructional coaching to our staff to increase core instruction effectiveness as well.

Our special populations were identified by stakeholders to need extended school year options to continue their learning and diminish or eliminate their summer slide. Specifically with ELL, Special Education, and our foster and migrant students a summer program that provided for continued academic programming as well as continued social emotional growth through social groups was identified as a necessity. USD 290 will utilize ESSER III funds to provide a robust summer school program that not only addresses academic function but also social and emotional programming based upon the needs of our students.

USD 290 also plans to continue to provide for and improve our intervention programming. Specifically those that address math and reading deficiencies. By improving access to these programs in a digital environment, our students, specifically those from disadvantaged backgrounds and disproportionate groups have access to continued learning through their Chromebooks while working offline and will be able to do so even without access to the internet. Therefore, we have the ability to provide access to all families the ability to continue learning through these programs, provide all families the resources needed to continue to learn outside of the school day, provide instruction as to how to grow through the programming even for those families that do not have the requisite skills to teach from home, and of course to be able to bring that additional learning by into the classroom by providing relevance through the core instruction.

Another considerable prospect that will specifically help our disproportionate populations is to ensure that we can retain our current staff. By continuing to staff licensed and highly qualified instructors, providing small class sizes, employing staff in support positions that provide intervention, and ensuring the overall positive function of our schools, we impact those disproportionate populations at a higher level. In doing so we ensure that our most needy populations continue to operate in classrooms where the enrollment numbers are low enough that small group and individualized instruction dominate, that our support staff can be utilized to provide support and not required to simply ensure that we can staff classrooms, and that the social emotional supports provided throughout the school can continue.

Obviously all of these things impact the overall academic health of our student body. Although many of these programs are accessible to the entire student body, the identified populations will be accessing them as well, depending upon their need and level of learning application. In recognizing those needs, the additional resources that have been identified here will certainly impact those students and create an environment of learning that will ultimately close the achievement gap created by this pandemic.

For clarification: As to who we met with to address subgroups of students other than our staff it should be noted that for our incarcerated students we meet regularly with Ken Haliburton, director of the Franklin County Juvenile Detention center, to discuss the needs of our students and their access to education. For those that have been incarcerated and are not working through the juvenile justice system we meet regularly with Dustin Browning with the area Department of Corrections. Again the purpose of those meetings are to discuss services for our students and how we can better serve their needs. For our underprivileged students we meet regularly with Crystal Anderson at ECKAN and Leigh Hanson at United Way. These agencies provide services for our students from low-income families, those that are homeless, and migrant families. These discussions address needs and concerns regularly and how USD 290 can impact not only their academic growth, but also their familial growth especially during this pandemic. We also work directly with KVC and TPI for our foster students in addressing their needs both socially and academically. For our students of color we work directly with parents to receive feedback upon their growth and needs. Through our Individual Plans of Study that exist K-12 we work with parents regularly to determine the goals for their children, understand learning styles, and address learning needs. Those conversations are then translated into action as we develop strategies to ensure that we meet those needs. Throughout each of these conversations learning loss is a major part of our dialogue and how we can utilize the funding provided to us through ESSER to address those needs.

Clarification 2: We meet with each of these entities when the needs of our students arises, however, we also have regularly scheduled meetings to discuss programming in general and how we best meet the needs of our students overall. USD 290 meets quarterly with Community Corrections and The Franklin County Juvenile Detention Center, specifically with Dustin Browning and Ken Halliburton. Again, when the needs of individual students arise, we have an open line of communication back and forth. USD 290 meets monthly with Crystal Anderson at ECKAN in which we discuss a multitude of things. We also have scheduled meetings 2 times a year to ensure that we have programming for our students as they enter school and again for programming over the summer. USD 290 meets with United Way and Leigh Hanson 2 times a year in the same capacity as we meet with ECKAN. There is also open communication between the entities as the need arises as well.

No space, added the rest to the first student se

Allocations

| | Direct Allocation | True Up Allocation | Total Allocation | | 20% Minimum |
|-----------------------|-------------------|--------------------|------------------|-----------------------|-------------|
| ESSER III Allocations | \$3,527,931 | \$0 | \$3,527,931 | ESSER III Allocations | \$705,587 |
| Approved Total | \$0 | \$0 | \$0 | Approved Total | \$0 |
| Amount Left | \$3,527,931 | \$0 | \$3,527,931 | Amount Still Needed | \$705,587 |
| In Review Total | \$1,830,000 | \$0 | \$1,830,000 | In Review Total | \$1,830,000 |
| Amount Left | \$1,697,931 | \$0 | \$1,697,931 | Amount Still Needed | \$0 |

Line Items

| ID | Allocation Type | Learning Loss | Function Code | Object Code | Allowable Use | Total Expenditures | Status |
|------------|-----------------|---------------|---------------|-------------|---------------|--------------------|-------------------|
| 290-3-0001 | Direct | True | 1000 | 110 | 16 | \$40,000 | Task Force Review |
| 290-3-0002 | Direct | True | 1000 | 110 | 12 | \$750,000 | Task Force Review |
| 290-3-0003 | Direct | True | 1000 | 110 | 16 | \$400,000 | Task Force Review |
| 290-3-0004 | Direct | True | 1000 | 110 | 11A | \$200,000 | Task Force Review |
| 290-3-0005 | Direct | True | 1000 | 644 | 12 | \$200,000 | Task Force Review |
| 290-3-0006 | Direct | True | 2100 | 110 | 16 | \$200,000 | Task Force Review |
| 290-3-0007 | Direct | True | 1000 | 110 | 16 | \$40,000 | Task Force Review |

Line Item Details

Line Item ID: 290-3-0001

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

Salary

Account Number

88 E 1000 110 0029 130

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.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$40,000

Budgeted Expenditures in SFY 2023

\$0

Budgeted Expenditures in SFY 2024

\$0

Total Expenditures

\$40,000

Status

Task Force Review

Line Item ID: 290-3-0002

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

Salary

Account Number

88 E 1000 110 0010 000

Function Code

1000 - Instruction

Object Code

110 - Regular Certified Salaries

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$300,000**Budgeted Expenditures in SFY 2023** \$300,000**Budgeted Expenditures in SFY 2024** \$150,000**Total Expenditures** \$750,000**Status**

Task Force Review

Line Item Comment from KSDE

Please provide an estimate of the salary breakdown for these positions.

Line Item ID: 290-3-0003

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

Salary

Account Number

88 E 1000 110 0010 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.

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

Task Force Review

Line Item Comment from KSDE

Per narrative: "Classified Retention Incentive (not to total more than \$1,500):
 Provide \$375 per quarter through 1st quarter of 2022/23 school year beginning in December of 2021/22 school year.
 Staff member must retain their position through the entirety of the quarter
 Should they do so, they will receive a retention incentive of \$375 for the previous quarter worked
 Available only in December of 2021, March of 2022, May of 2022, and October of 2022
 Should the employee leave in the middle of any quarter, they will forfeit the entirety of any incentive
 Any new staff joining USD 290 would be eligible for incentive after working 1 full quarter
 (day 1 of the quarter to the end of the quarter) - if joining in the middle of the quarter, they will not be eligible until the end of the next full quarter.

Licensed Staff Retention Incentive (not to total more than \$1,500):
 Provide a lump sum payment in May for anyone signing their contract to return to USD 290 for the 2022/23 school year
 Contracts will not include salaries as that will still be negotiated
 Should the employee utilize the negotiated agreement to end their employment at any time from the point of acceptance through the remainder of the 2022/23 school year they shall be responsible for the conditions of release identified in the NA as well as a repayment of the entirety of the retention incentive.

Another considerable prospect that will specifically help our disproportionate populations is to ensure that we can retain our current staff. By continuing to staff licensed and highly qualified instructors, providing small class sizes, employing staff in support positions that provide intervention, and ensuring the overall positive function of our schools, we impact those disproportionate populations at a higher level. In doing so we ensure that our most needy populations continue to operate in classrooms where the enrollment numbers are low enough that small group and individualized instruction dominate, that our support staff can be utilized to provide support and not required to simply ensure that we can staff classrooms, and that the social emotional supports provided throughout the school can continue."

Line Item ID: 290-3-0004

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

Salary Summer School

Account Number

88 E 1000 110 0029 130

Function Code

1000 - Instruction

Object Code

110 - Regular Certified Salaries

Allowable Use

11A - Planning and implementing summer learning or enrichment programs.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$100,000

Budgeted Expenditures in SFY 2023

\$100,000

Budgeted Expenditures in SFY 2024

\$0

Total Expenditures

\$200,000

Status

Task Force Review

Line Item Comment from KSDE

Please provide estimated number of students and staff as well as a timeline of service delivery.

Line Item ID: 290-3-0005

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

Textbook Intervention Materials

Account Number

88 E 1000 644 0010 000

Function Code

1000 - Instruction

Object Code

644 - Textbooks

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$100,000

Budgeted Expenditures in SFY 2023

\$100,000

Budgeted Expenditures in SFY 2024

\$0

Total Expenditures

\$200,000

Status

Task Force Review

Line Item Comment from KSDE

Per narrative: "We will also continue to provide resources that allow for digital intervention and practice that families can use from home. This may result in continued purchase of licensing etc. However, it has become clear that the ability and ease of the digital platform has positively impacted the lessening of the learning gap within our student body."

Line Item ID: 290-3-0006

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

Salary

Account Number

88 E 2100 110 0010 000

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.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$80,000

Budgeted Expenditures in SFY 2023

\$80,000

Budgeted Expenditures in SFY 2024

\$40,000

Total Expenditures

\$200,000

Status

Task Force Review

Line Item Comment from KSDE

Per narrative: "An additional piece will be the continuance of providing health support staff at each of our buildings. Our nursing staff have been overwhelmed and continuing to provide RN support in each building is a necessity. We will provide this through the fall semester of 2024 at a cost of about \$80,000 per year with salary and benefits." This line item may be allowable under the other 80% but does not qualify as part of the 20% minimum Learning Loss.

Line Item ID: 290-3-0007

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

Salary

Account Number

88 E 1000 110 0029 130

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.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$0

Budgeted Expenditures in SFY 2023

\$40,000

Budgeted Expenditures in SFY 2024

\$0

Total Expenditures

\$40,000

Status

Task Force Review

ESSER III APPLICATION FOR D0300

Status

Task Force Review

KSDE Application Comments

What was included in the 10 question survey? Was there an opportunity for respondents to offer suggestions for use of funds or did they pick from a list. No indication, except for the mention of 35 parents, of who actually completed the survey. How was this survey disseminated? Provide more details about how these funds will affect the specific groups and specifically who responded to the survey.

Please utilize the ESSER III toolkit, linked here -

https://docs.google.com/document/d/1axRNqx_atmSXg3WebTBgZ2Aqrcf96SY_Zi7y0ycBJTw/edit?usp=sharing

KSDE has not confirmed the ESEA Evidence level for 20% set aside activities. Each district is responsible for documenting the evidence base and verifying that it meets the Evidence Based criteria as defined in ESEA. Please retain a link to the evidence that you are basing this on and which tiers of evidence it meets for future monitoring. Please see this link for more details <https://ies.ed.gov/ncee/wwc/essa>

Current Directory Information

District

Comanche County

Address

600 E Garfield, Coldwater, KS 670290721

Mail Address

PO Box 721, Coldwater, KS 670290721

Superintendent Name

Ty Theurer

Superintendent E-mail Address

theurert@usd300ks.com

Superintendent Phone Number

(620) 582-2181

Authorized Representative of the District Information

| <u>Name</u> | <u>Position of Title</u> | <u>E-mail Address</u> | <u>Phone Number</u> |
|--------------------|---------------------------------|------------------------------|----------------------------|
| Ty Theurer | Superintendent | theurert@usd300ks.com | (620) 582-2181 |

Plan for Safe Return

Please paste a direct link of your school district's safe return plan that is posted on your website.

http://usd300-ks.schoolloop.com/pf4/cms2/view_page?d=x&group_id=1586590329464&vdid=i4ib2ty5r2z3

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 300 will use the ESSER III funds for updating and improving air quality at South Central High School and South Central Middle School with an updated HVAC system in the gymnasiums. The improvement of air quality, filtration, and purification will have a positive effect on mitigating the spread of COVID-19 in the building. Through this process, USD 300 is making an effort to improve air quality to meet the American Society of Heating, Refrigeration, and Air Conditioning Engineers (ASHRAE) specifications for indoor air quality.

The current system at South Central High School is original to the building opened in 1964, as is the system at South Central Middle School when it opened in 1969. The High School system is composed of boiler heat that are in need of replacement due to age and ability to find parts and no Air Conditioning units. The Middle School system consists of steam heat units that are in need of replacement due to age and ability to find parts and no A/C units. Both facilities do not have a way to bring outside air into the gymnasiums other than outdated windows at the MS that do not open well. The HS building has windows that were replaced recently, but again, do not open far enough to bring in adequate outside air. With this project, we are also planning to replace the windows in the Middle School gym. The new system will involve ionized air to help trap dust and virus particles so that the air within the school is high quality.

Stakeholder Engagement

Engaging in Meaningful Consultation with Stakeholders (Please describe the ways you meaningfully consulted with each group listed below as part of the development of the district ESSER III Plan)

Students

A 10 question survey was made available to all stakeholders including students to get their input on the use of ESSER III funds. This survey was a Google Form that was put out on social media, our school website, and emailed to all staff and students within the district. The survey asked questions regarding Learning materials, Extended Learning Opportunities, Technology Usage and Equipment, Social/Emotional Learning and Mental Health, Personnel, Operations and Facilities, and Programs. Respondents were able to rank the choices in each section as well as provide additional information on a free text question. USD 300 had 27 people indicate that they were students respond to the survey. The results from students centered on improving the HVAC systems across the district. Due to funding concerns, this was narrowed down to the South Central High School gymnasium, and South Central Middle School Gymnasium as it is the oldest system in the district. Through conversations with students through Student Council and other student led organizations, air quality and temperature control were believed to be more important than increased sanitation and cleanliness.

Families

Families were invited to participate in a 10 question survey that was made available to all stakeholders to get their input on the use of ESSER III funds. This survey was a Google Form that was put out on social media, our school website, and emailed to all staff and students within the district. The survey asked questions regarding Learning materials, Extended Learning Opportunities, Technology Usage and Equipment, Social/Emotional Learning and Mental Health, Personnel, Operations and Facilities, and Programs. Respondents were able to rank the choices in each section as well as provide additional information on a free text question. USD 300 had 35 respondents state they were a parent. Parents and families showed strong support for updated HVAC systems, and improved air quality and ventilation. The survey results were shared with our board of education which includes members of this subgroup. Further parent engagement has happened at Parent Teacher conferences, as well as information shared with them at music programs, etc. Again, parents and families showed strong support for updated HVAC systems, especially in our gymnasiums, and improved air quality. We have also seen some support from parents for our proposed Summer Enrichment opportunities with the learning loss funds.

School and District Administrators including Special Education Administration

School and district administration were invited to participate in a 10 question survey that was made available to all stakeholders to get their input on the use of ESSER III funds. This survey was a Google Form that was put on social media, our school website, and emailed to all staff and students within the district. The survey asked questions regarding Learning materials, Extended Learning Opportunities, Technology Usage and Equipment, Social/Emotional Learning and Mental Health, Personnel, Operations and Facilities, and Programs. Respondents were able to rank the choices in each section as well as provide additional information on a free text question. In addition, administration meets on a monthly basis to discuss happenings within the district. All 3 administrators have had multiple conversations among themselves, as well as with their staff about needs within the district that ESSER III funds can be used towards. These conversations almost always end back up at improving air quality and updated HVAC equipment. Administration has also discussed the use of the 20% set aside to be used towards learning loss and how that can be used for the betterment of our students

Teachers, Principals, School leaders, other Educators, School Staff and their Unions

Teachers and leaders were invited to participate in a 10 question survey that was made available to all stakeholders to get their input on the use of ESSER III funds. This survey was a Google Form that was put on social media, our school website, and emailed to all staff and students within the district. The survey asked questions regarding Learning materials, Extended Learning Opportunities, Technology Usage and Equipment, Social/Emotional Learning and Mental Health, Personnel, Operations and Facilities, and Programs. Respondents were able to rank the choices in each section as well as provide additional information on a free text question. USD 300 had 32 respondents indicate they were staff members. In addition, the use of these funds was discussed at multiple building and district faculty meetings, as well as through guided conversations when discussing learning loss funds and their use within the district.

Tribes

Comanche County USD 300 does not have any tribal groups in our area. On the community survey, we did provide a place for people to mark if they were part of a tribe, but we did not have anyone mark this area. Comanche County does not have any tribes within a 50 mile radius of our district borders. We did reach out to Mark Woommavovah of the Comanche Nation in Lawton, OK. He was not willing to make a suggestion as we do not have any tribal students in our communities. However, we still believe improving our air quality and HVAC equipment will better serve tribal students should any move to Comanche County.

Civil Rights Organization including Disability Rights Organizations

Comanche County USD 300 does not have any identified Civil Rights or Disability Rights Organizations in our area. On our community wide survey, we did provide a place for people to mark these areas if they were a part of such an organization, but there were only 3 responses for this area. This makes it difficult to extrapolate any significant data from these two areas. The responses received were highly supportive of increased air quality and updated HVAC systems.

We did reach out to the Disability Rights Center of Kansas and have received feedback from their Legal Director, Lane Williams. His comments go along with the thought process of our community groups in striving to improve our indoor air quality, as well as HVAC, and utilization of funds towards our summer enrichment opportunities. His last thought was to attempt to utilize the funds for the benefit of all of our students, which we believe our plan accomplishes.

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

Every one of these stakeholder groups was represented on the community wide survey, but there were only a few responses. Comanche County has a very small ESL population, no identified homeless families, very few students in any type of foster program, and only one identified migrant student.

We did reach out to our few ESL students and families with a survey in their home language. At this point, we have not received a response from students or families in this area. We do believe that improved air quality, as well as the 20% set aside activities we are completing with our summer enrichment programs, and additional tiered systems of support will greatly benefit this group.

We did not have any community members respond to the survey stating that they were representing the foster care program. We do have 1 foster care family in our district and we reached out to them to discuss our plans for our summer enrichment opportunities as well as the overall plan for this funding. They were highly interested in the summer enrichment opportunities as it will continue to allow the children in their care to feel connected to the school. This family was also in favor of improving air quality for all of our students.

We have no children incarcerated and are not aware of underserved students.

Children with disabilities is one of the largest stakeholder groups USD 300 has in this section and they were identified in the survey. We have parents of students with disabilities on our Board of Education and involved with our Tools for Schools, which serves as our PTO group. We had 7 community members respond that they were representing the interests of children with disabilities. Of those 7, 5 are on our board of education, spouses of board members, or current staff members. In trying to determine our use of the set aside funds, this group's feedback on the survey, as well as individual conversations, was utilized to ensure that we continue to meet the needs of all students.

Overall, the feedback from these groups support the board decision of improved air quality and updated HVAC equipment as well as summer enrichment opportunities to be developed with the set aside funds.

Provide the public the opportunity to provide input and take such input into account

The community wide ESSER survey was made available to everyone in the community to get their feedback through social media, our school website, and email. The Comanche County USD 300 Board of Education placed discussion about how to utilize the ESSER III funds several times on the agenda and also have a Patron Input section of each board meeting when members of the public can address the board. The different uses of these federal funds were discussed at open board meetings all while seeking input from stakeholders through other means. Even the survey results and other inputs were discussed with the Board of Education to narrow the focus and use of ESSER III funds.

Use of Funds for Learning Loss Set Aside and The Rest of The Allocation

Please briefly describe the impacts of COVID-19 on the district and its Pre-K through 12 students, including any relevant data where possible (e.g., cost impact, learning loss, emotional impact on students). If there has been a disproportionate impact on a special population in the district (e.g., students with disabilities, English Learners, students in foster care, students in poverty, etc.), please describe the impact and provide the number of Pre-K through 12 students in that population.

USD 300 held in-person learning throughout the entire 2020-21 school year and we have continued that through the 2021-22 school year. We believe this to be a major accomplishment and one that our community is extremely proud of. However, we have had a large number of students identified as Federally Chronically Absent (26.4%) in comparison to past years. This can primarily be attributed to contact tracing, Covid illness, and quarantines. This is a staggering number in any year. This also underscores the need for careful consideration of how ESSER III funds are spent. In review of local assessment data, USD 300 found that the drop in academic achievement was not as severe as it was anticipated. This is a huge feather in the caps of our teaching staff who have worked hard to minimize the effects of the COVID-19 pandemic. We have seen a need to improve SEL curriculum throughout the district as students truly struggled during the initial school closure and have had challenges remembering what it was like to be in a social setting like traditional school.

How the LEA will use the funds it reserves under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year? (Provide specific references to evidence-based interventions that meet one of the four tiers of evidence, as defined in Sec. 8101(21) of ESEA)

USD 300 is going to develop and run a summer enrichment program for students in grade 1-9 including Social Emotional skills, Mental Health, and Academic skills that will be open on all students enrolled at USD 300. This program will be offered at no cost to parents including transportation between the 2 communities within Comanche County.

USD 300 is also going to purchase some screener programs to be used at the Elementary and Secondary levels to assist with our Tiered Systems of Support program in order to help identify and advance those students who were most affected by Covid-19.

USD 300 will also utilize some of the learning loss funds to improve our SEL offerings and curriculum that is used with all students preK-12 throughout the school year.

How the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act?

USD 300 Comanche County will use the remaining ARP ESSER funds to replace the HVAC system at both the South Central High School and South Central Middle School gymnasiums as well as replace the windows in the South Central Middle School Gymnasium. This will help to improve the air quality in both of those facilities as both systems are original to the buildings opened in 1964 (High School) and 1959 (Middle School).

How the LEA will ensure that the interventions it implements, including but not limited to the interventions under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time, will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students disproportionately impacted by the COVID-19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students.

USD 300 will ensure that the interventions implemented respond to the academic, social, emotional, and mental health needs of all students, particularly those disproportionately impacted by COVID-19 by checking enrollment numbers in the summer enrichment programs, utilization of the screening processes put in place with the programs purchased, graduation reports, and various student surveys throughout the school year.

Allocations

| | Direct Allocation | True Up Allocation | Total Allocation | | 20% Minimum |
|-----------------------|-------------------|--------------------|------------------|-----------------------|-------------|
| ESSER III Allocations | \$423,791 | \$0 | \$423,791 | ESSER III Allocations | \$84,759 |
| Approved Total | \$0 | \$0 | \$0 | Approved Total | \$0 |
| Amount Left | \$423,791 | \$0 | \$423,791 | Amount Still Needed | \$84,759 |
| In Review Total | \$423,791 | \$0 | \$423,791 | In Review Total | \$84,759 |
| 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 |
|------------|-----------------|---------------|---------------|-------------|---------------|--------------------|-------------------|
| 300-3-0001 | Direct | False | 2600 | 453 | 14 | \$339,032 | Task Force Review |
| 300-3-0002 | Direct | True | 1000 | 151 | 11A | \$24,900 | Task Force Review |
| 300-3-0003 | Direct | True | 1000 | 610 | 11A | \$26,329 | Task Force Review |
| 300-3-0004 | Direct | True | 2700 | 510 | 11A | \$4,140 | Task Force Review |
| 300-3-0005 | Direct | True | 1000 | 653 | 9 | \$5,750 | Task Force Review |
| 300-3-0006 | Direct | True | 1000 | 653 | 10 | \$7,440 | Task Force Review |
| 300-3-0007 | Direct | True | 1000 | 653 | 3 | \$16,200 | Task Force Review |

Line Item Details

Line Item ID: 300-3-0001

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 (ARP)

Account Number

91

Function Code

2600 - Operation and Maintenance of Plant Services (All except Transportation)

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.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$0

Budgeted Expenditures in SFY 2023

\$339,032

Budgeted Expenditures in SFY 2024

\$0

Total Expenditures

\$339,032

Status

Task Force Review

Line Item Comment from KSDE

Allowable if CDC guidelines are met. Capital Improvement documentation required.

Line Item ID: 300-3-0002

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III (ARP)

Account Number

91

Function Code

1000 - Instruction

Object Code

151 - Additional compensation paid to teachers

Allowable Use

11A - Planning and implementing summer learning or enrichment programs.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$8,300

Budgeted Expenditures in SFY 2023

\$8,300

Budgeted Expenditures in SFY 2024

\$8,300

Total Expenditures\$24,900**Status**

Task Force Review

Line Item Comment from KSDE

The summer enrichment program will serve students in grade 1-9 including Social Emotional skills, Mental Health, and Academic skills. Please further clarify the estimated number of staff, students, duration (daily hours and length of weeks), etc.

Line Item ID: 300-3-0003

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 (ARP)

Account Number

91

Function Code

1000 - Instruction

Object Code

610 - General Supplies and Materials

Allowable Use

11A - Planning and implementing summer learning or enrichment programs.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$17,207

Budgeted Expenditures in SFY 2023

\$4,442

Budgeted Expenditures in SFY 2024

\$4,680

Total Expenditures\$26,329**Status**

Task Force Review

Line Item Comment from KSDE

Please briefly describe the supplies.

Line Item ID: 300-3-0004

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 (ARP)

Account Number

91

Function Code

2700 - Student Transportation Services

Object Code

510 - Student Transportation Services

Allowable Use

11A - Planning and implementing summer learning or enrichment programs.

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$1,380**Budgeted Expenditures in SFY 2023** \$1,380**Budgeted Expenditures in SFY 2024** \$1,380**Total Expenditures** \$4,140**Status**

Task Force Review

Line Item ID: 300-3-0005

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 (ARP)

Account Number

91

Function Code

1000 - Instruction

Object Code

653 - Software

Allowable Use

9 - Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students.

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$1,650**Budgeted Expenditures in SFY 2023** \$1,950**Budgeted Expenditures in SFY 2024** \$2,150**Total Expenditures** \$5,750**Status**

Task Force Review

Line Item Comment from KSDE

Per narrative, In review of local assessment data, USD 300 found that the drop in academic achievement was not as severe as it was anticipated. USD 300 is also going to purchase some screener programs to be used at the Elementary and Secondary levels to assist with our Tiered Systems of Support program in order to help identify and advance those students who were most affected by Covid-19.

Line Item ID: 300-3-0006

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III (ARP)

Account Number

91

Function Code

1000 - Instruction

Object Code

653 - Software

Allowable Use

10 - Providing mental health services and supports.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$2,480

Budgeted Expenditures in SFY 2023

\$2,480

Budgeted Expenditures in SFY 2024

\$2,480

Total Expenditures\$7,440**Status**

Task Force Review

Line Item Comment from KSDE

Per narrative, We have seen a need to improve SEL curriculum throughout the district as students truly struggled during the initial school closure and have had challenges remembering what it was like to be in a social setting like traditional school. USD 300 will also utilize some of the learning loss funds to improve our SEL offerings and curriculum that is used with all students preK-12 throughout the school year.

Line Item ID: 300-3-0007

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 (ARP)

Account Number

91

Function Code

1000 - Instruction

Object Code

653 - Software

Allowable Use

3 - Providing principals and other school leaders with resources to address individual school needs.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$5,400

Budgeted Expenditures in SFY 2023

\$5,400

Budgeted Expenditures in SFY 2024

\$5,400

Total Expenditures\$16,200**Status**

Task Force Review

Line Item Comment from KSDE

Per narrative, we have had a large number of students identified as Federally Chronically Absent (26.4%) in comparison to past years. This can primarily be attributed to contact tracing, Covid illness, and quarantines. This also underscores the need for careful consideration of how ESSER III funds are spent. In review of local assessment data, USD 300 found that the drop in academic achievement was not as severe as it was anticipated.

ESSER III APPLICATION FOR D0305

Status

Task Force Review

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> |
|----------------------------|--------------------------------------|------------------------------------|
| Salina | 1511 Gypsum, Salina, KS 674020797 | Box 797, Salina, KS 674020797 |
| <u>Superintendent Name</u> | <u>Superintendent E-mail Address</u> | <u>Superintendent Phone Number</u> |
| Linn Exline | linn.exline@usd305.com | (785) 309-4700 |

Authorized Representative of the District Information

| <u>Name</u> | <u>Position of Title</u> | <u>E-mail Address</u> | <u>Phone Number</u> |
|-------------|--------------------------------|------------------------|---------------------|
| Lisa Peters | Executive Director of Business | lisa.peters@usd305.com | (785) 309-4764 |

| <u>Other District Representative 1 - Name</u> | <u>Other District Representative 1 - E-mail Address</u> |
|---|---|
| Linn Exline | linn.exline@usd305.com |

| <u>Other District Representative 2 - Name</u> | <u>Other District Representative 2 - E-mail Address</u> |
|---|---|
| Shanna Rector | shanna.rector@usd305.com |

Plan for Safe Return

Please paste a direct link of your school district's safe return plan that is posted on your website.

https://www.usd305.com/reopening_plan_2021-2022

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?

Salina Public Schools will implement mitigation strategies aligned with the CDC guidance follows. The only expenditure related to mitigation that will be supported by ESSER funds is for masks. A COVID Testing program is in place through grant funding. The district plan was approved February 8, 2022.

(A) Universal and correct wearing of masks.

1. Masking is optional in USD 305 facilities for all individuals, regardless of vaccination status.
2. Masking will be required as a mitigation strategy when deemed necessary according to the district masking criteria.
3. USD 305 will not require verification of vaccination status.
4. Information about correct masking and masking requirements will be posted in USD 305 buildings.

(B) Modifying facilities to allow for physical distancing (e.g., use of cohorts/podding).

1. USD 305 will provide as much space as possible between students in classrooms.
2. Stable groups will be used where practicable.
3. If desks are touching, groups will be distanced as much as possible.

(C) Handwashing and respiratory etiquette.

Hand sanitizing and respiratory etiquette will be encouraged.

1. Students will be taught and reminded of proper handwashing/respiratory etiquette.
2. Frequent hand sanitizing will be encouraged.
3. Hand sanitizer will be available.
4. Signage will be displayed to promote handwashing/sanitizing.
5. Directions for proper hand washing will be posted in restrooms.
6. Reminders about respiratory etiquette will be posted in USD 305 buildings.

(D) Cleaning and maintaining healthy facilities, including improving ventilation.

USD 305 facilities will be cleaned and disinfected regularly.

1. Frequently touched surfaces will be disinfected regularly (i.e., door handles, faucets, paper towel dispensers).
2. Cleaning resources will be provided in classrooms and offices.
3. Custodial staff will define cleaning procedures including frequency, equipment, materials and products to be used.
4. Ventilation will meet or exceed local building code.

(E) Contact tracing in combination with isolation and quarantine, in collaboration with the State, local, territorial, or Tribal health departments.

The Saline County Health Department is the agency with the statutory authority to order quarantines and order isolations. Contact tracing in schools will be the responsibility of the Saline County Health Department.

1. When requested, USD 305 will partner with the Saline County Health Department to contact trace when cases of COVID-19 occur in schools.
2. USD 305 will comply with quarantine and isolation orders issued by the Saline County Health Department.

(F) Diagnostic and screening testing.

USD 305 will use regular school communication to remind parents/guardians about the need to screen students for symptoms of COVID-19.

1. School newsletters will be used to educate staff and families of the symptoms of COVID-19.
2. Families will be encouraged to screen students for symptoms of COVID-19 before coming to school and keep students who are symptomatic home.
3. Signs and reminders to screen will be posted at building entries used by the public.
4. USD 305 will not require COVID-19 testing.
5. USD 305 will partner with the Saline County Health Department and will share community testing events with USD 305 families and staff.

(G) Efforts to provide vaccinations to school communities.

USD 305 will partner with the Saline County Health Department and the Saline County Health Vaccine Collaborative to communicate opportunities for vaccination with USD 305 families and staff.

1. Vaccination clinics that are part of USD 305 events will be shared with families via our messaging system and social media platforms.
2. USD 305 will communicate information about community vaccination initiatives.

(H) Appropriate accommodations for children with disabilities with respect to health and safety policies.

The IEP (Individual Education Plan) teams and/or Section 504 teams will determine appropriate accommodations for children with disabilities with respect to health and safety policies.

1. Individual needs will be considered as plans are developed by the IEP or 504 team.
2. Development of plans will include the parent/guardian and student (when age appropriate).
3. Individual plans will be shared with staff directly responsible for implementation.

(I) Coordination with State and local health officials.

Regular communication and coordination with state and local health officials will occur.

1. The USD 305 superintendent will meet consistently with the Saline County Health Officer.
2. USD 305 nursing staff will coordinate with the Saline County Health Department when contact tracing is needed.
3. USD 305 will accept direction from the Saline County Health Department about required quarantines and isolations, including the duration.

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 executive director of business met with three different student groups. One group was composed of student leadership and the other two were selected to represent the different demographic groups in the schools. The students were provided with an overview of the purpose of ESSER funding, allowable uses, and how the federal funding received through County Cares, ESSER I and ESSER II had been used. Finally, the students were asked to answer four questions: 1. What pandemic-related needs exist? 2. How are these needs caused by or worsened by the pandemic? 3. How might we use the federal ESSER funds to address the needs?

Input from the student groups included the following:

K-2 Classrooms: They need more hands in the classroom. (littles are not used to structure at school)

HS: Another set of hands in the classroom to help students

Sub issue: need more help

More training for paras/aides on how to deal with students

Student Tutoring program: during ELO

Tutoring options within school day from teachers

Relationships between students & teachers need improved

Students need someone to just talk to

Mental Health-stress on students; they don't always feel comfortable talking to counselors

Lighten the assignment load for quarantines

Adult mentors-expand the Excel program model

Need an adult to connect to

More 1-on-1 time with teachers during the school day for help or tutors

Afterschool transportation for <2.5 miles(extra bus routes)

Staff person assigned to help quarantined students transition back (after 20 days, it is hard)

Lack of trying-change mindset

Students have forgotten what school is

School is still not normal; masks, distancing

Professional development for teachers to make classes more engaging (should be about learning, not just getting the homework done)

More class discussion

Less homework

Because of behaviors, privileges/freedom have been taken away; it's not fun. (pawmart, Wednesday=no passing, bathrooms)

Food-improve quality and quantity

Grading policy: give more time to get work done

More counselors/therapists—available during ELO or partner with external therapists (need male therapists)

Extra teachers to help

Afterschool programs for academic help

Boost ELO (seminar time)

Families

Meetings were held with each school site council to gain family input into the ESSER plan. Twelve meetings were conducted between October 1, 2021 and November 9, 2021 to gain input. Sixty-three parents participated. During those meetings the purpose of ESSER funding was discussed; specifically the use of the funds to safely reopen schools, measure and effectively address significant learning loss, and take other actions to mitigate the impact of COVID-19 on students and families. Participants received a handout explaining the allowable uses of the funds and detailing how federal COVID relief dollars had been spent to date (ESSER I, ESSER II and County CARES).

Input collected follows:

Extracurricular

Additional extracurricular activities (football coach to increase number of students who can participate)

After activity bussing

Expand intermural program

Buses with hot spots

Camp type/activity based/career exploration in summer school

Partnerships for summer opportunities

After school program on each side of town to serve 4 feeder schools

Academic

Strong support for certified/classified interventionists, after school programming

iReady

Consider rebranding summer school enrichment programs to increase interest and reduce summer school stigma

Expand after school academic program to high school

Bussing for after-school program

Certified and classified interventionists

Elementary summer school restructure

Elective recovery in addition to cores at the secondary level

Student mentors

KWU paid internships- partner for "work study"

Tutoring – HS/college students helping K-5

Improve SIT process – intermittent schooling isn't a reason for SPED

MTSS specialist to pull data to identify academic needs quickly – also help with discipline

Tutoring

Look at traditional schedule

Elementary start earlier to give more class time

Instructional coach for SPED teachers

DI training

Zearn software-math curriculum

Hire HS and college students: work as tutors during year and in summer

More in person speech language services

Staff Wellness

Teacher mental health days

Feels change to add 30 a week for classified is positive

Health and wellness for staff – food, service, fun events, hand during the day

Recognition/incentives

Para to teacher expansion – can we partner with postsecondary

Retention – staff culture

Staff wellness - Increase retention incentive, Gym memberships, Staff social events, Wellness coordinator

Teacher on assignment with admin duties to help support

Day per month of teacher work time

Create a drop-in daycare for families to watch kids if they need to go somewhere short in duration

Staff appreciation funds for notes, candy, massage therapists

Family Support

Financial burden to families when child is quarantined- loss of wages

Expanded testing to get students back in school; mobile option

Family supports for extras that are no longer in the budget due to financial strain – set up a scholarship fund to help with cap and gown, AP tests, clothes, college credit, summer school tuition

Work opportunities for pay – allow high schools students to work in food service

Increase social work staff

Business/agency/church partnerships to identify families in need

Partner with community entities to support student and family needs/food scarcity

Incentivize parenting classes through CAPS, DCF

Need more space for resource people

Parent engagement events

Water bottles or cups because kids forget their own water bottles

Get elementary and secondary closer start/end times

Shift students to allow later start

After school program at one central location-learning loss and afterschool care

Parent technology education

Early AM and after school supervision – continued issue but trying to address stressors for families during the pandemic is a need

Family University

Stress at home- set up contact person for families

Transportation to therapy if can't increase in-building supports

Food/clothing pantry

Bussing radius reduced- or allow pay to ride

Medical

Additional nursing staff

Vaccine clinics on-site

Human Resources

Offset costs to become substitute (testing and license) to address sub shortage

Increase sub pool (incentive based on the number of days subbed, retention incentive, permanent subs, recruit recent high school graduates to sub over breaks and at the end of the year, partner with KWU/KSU so students can get volunteer hours by assisting us with staffing shortages, pay, training)

Para hourly wage

Full-time sub at every building

Hire now for social workers and teachers

LIFT scholarships

Recruiting – pay

Student teacher tuition reimbursement

Class size- extra hands in classroom are a priority

Classified pay

Class size reduction

In-classroom supports

Partner with teacher ed programs and have their participation be part of their credit but they also receive pay from 305

Retention incentive for Durham

Scholarship for student loan repayment

Pay student teachers to teach with us to help fill positions but call it tuition reimbursement- give it to them if they are hired

Classified/paraeducator staff development

If paras sub in a classroom, pay the \$4/hour more than regular rate

SEL

Behavior training from Project Stay

Social skills class for autism students – adverse effect of transitions and lack of social support

Culturally responsive teaching –implementation support

Trauma informed teaching –implementation support

Healthy relationship/boundary skills

Expand mental health support for students and staff

Everyday Speech – age appropriate SEL lessons and videos/resources to use during morning meetings

Behavior gaps – hire admin in training for support

Student struggles with structure – academic support person for SVIA

Behavior support

Adult assistance

Mentoring for students during

Crisis intervention team for mental health support

Students don't know who to go to get SEL help – Consider an after-school small group discussion to provide this information

On site contract for CKMHC

Security/hall monitor
General education behavior specialist to support classroom management
XCEI expansion
Behavior specialist in each building
Increase CKMHC supports in each building

Early Childhood
Transition to kindergarten academy
Pre K outreach- parent support for what K readiness is
Allow staff to have their own prek kids attend where they attend; even if they don't qualify for at risk or sped prek
Additional staff for more hands at K-1
More kindergarten sections per building
More Prek opportunities/summer school/transition program
More K staff for small class sizes/Transitional K

Schedule
More time in calendar for teachers to just catch up
Blocks are too long

School and District Administrators including Special Education Administration

The superintendent met with all district, building and special education administrators on November 3, 2021 to collect feedback regarding the use of ESSER dollars. Administrators received a handout explaining the allowable uses of the funds and detailing how federal COVID relief dollars had been spent to date (ESSER I, ESSER II and County CARES). Feedback for ESSER III fund use included:

Adult assistance
Mentoring for students during ELO
Student-teacher reimbursement
Retention – staff culture
Recognition/incentives
Security/hall monitor
Behavior gaps – hire administrator in training for support
Sub shortage – hire one substitute per building
Student struggles with structure – academic support person for SVIA
Zearn – quarantine support
Tutoring – HS/college students helping K-5
Health and wellness for staff – food, service, fun events, hand during the day
Increase sub pay
General education behavior specialist to support classroom management
Wellness program for adults- self care classes for 305 only, y partnership
Expand preK offerings
Class size reduction
Pre K transitions program
Transition to K academy
Staff wellness - Increase retention incentive, Gym memberships, Staff social events, Wellness coordinator

Teachers, Principals, School leaders, other Educators, School Staff and their Unions

The superintendent and executive director of business met with teachers, principals, school leaders, and other school staff through the building level site council meetings that occurred between October 1, 2021 and November 9, 2021. Fifty-one staff members participated in these discussions. A separate meeting was held with the NEA leadership team on November 17. Participants received a handout explaining the allowable uses of the funds and detailing how federal COVID relief dollars had been spent to date (ESSER I, ESSER II and County CARES). Staff members supported continuing the ESSER II expenditures using ESSER III dollars. Those expenditures included

Elementary summer school (Administrators in the sessions indicated that summer school shouldn't be as long because teacher burnout)

Certified and classified interventionists

Social workers

Family support workers

After school programming

Certified and classified staff development

iReady software

Retention incentive pay

Behavior specialists

In addition, the following items were discussed:

Increase the relocation expense reimbursement for new teachers to our district from \$300 to \$1000.

Durham

Adult assistance

Mentoring for students during ELO

Student-teacher reimbursement

Retention – staff culture

Recognition/incentives

Security/hall monitor

Behavior gaps – hire admin in training for support

Sub shortage – hire 1 per building

Student struggles with structure – academic support person for SVIA

Zearn – quarantine support

Tutoring – HS/college students helping K-5

Health and wellness for staff – food, service, fun events, hand during the day

Increase sub pay

General education behavior specialist to support classroom management

Wellness program for adults- self care classes for 305 only, y partnership

Expand preK offerings

Class size reduction

Pre K transitions program

Transistion to K academy

Staff wellness - Increase retention incentive, Gym memberships, Staff social events, Wellness coordinator

Look at Fastbridge

Tribes

Guardians of all families who had a student who identifies as American Indian or Alaska Native were invited to a meeting to discuss the purpose of ESSER funds and how those funds could be used to support their students. We invited guardians of sixty-five students to be part of this input session. Although we had one family indicate they would be in attendance, we didn't have anyone actually attend the meeting. Because we were unable to get input through a formal meeting, we sent a survey to the same families.

Survey results indicated support for the following:

Elementary Summer School

Small Group/Individual Academic Support

Small Group/Individual Social-Emotional Support

After School Programming

After School Events

Civil Rights Organization including Disability Rights Organizations

On November 16, 2021, the superintendent and executive director of business met with two different community groups with participants who represented a wide variety of student needs. Key community members representing civil rights and disability rights organizations were invited via an email to participate.

As in other sessions, the community members were provided with an overview of the purpose of ESSER funding, allowable uses, and how the federal funding received through County Cares, ESSER I and ESSER II had been used. Finally, the students were asked to answer four questions: 1. What pandemic-related needs exist? 2. How are these needs caused by or worsened by the pandemic? 3. How might we use the federal ESSER funds to address the needs?

Those invited to participate included:

Civil Rights Organizations

NAACP of Salina, President Brian Frazier

Children with Disabilities

Choices Network, Co-Owners Brenda Cook and Mandie Cain

Independent Connections, Angie Saenger

OCCK, Executive Director Sheila Nelson-Stout

Central Kansas Mental Health, Executive Director Kathryn Mosher

Feedback collected included:

Teacher and staff mental health- extended breaks built into the schedule

Early education – K intensive supports because so many childcare and PreK shutdown during the pandemic

Expand SW contracts through summer to support families

Increase summer programming

Parent education – summer “parent project”

Partner with CAPS for resources like grief recovery method, refer to CAPS programming

Sign on bonus for paras

Referral bonus – if stay employed for certain time give referring employee bonus

School-based medical and behavioral health clinic – use the money to establish – Bob Kraft thinks they could help us sustain this

Substance misuse- increase programming

Teen Mental Health First Aid- CKMHC Glenna Phillips

ASSIST Training – Glenna

Mental Health First Aid - Glenna

Strong support for social workers to get to family needs before they get to crisis level

Support retention as long as there is extra work

Stakeholders representing the interests of children with disabilities, English Learners, children experiencing homelessness, children in foster care, migratory students, children who are incarcerated, and other underserved students

On November 16, 2021, the superintendent and executive director of business met with two different community groups with participants who represented a wide variety of student needs. Key community members were notified of the meeting via an

email invitation to participate.

As in other sessions, the community members were provided with an overview of the purpose of ESSER funding, allowable uses, and how the federal funding received through County Cares, ESSER I and ESSER II had been used. Finally, the students were asked to answer four questions: 1. What pandemic-related needs exist? 2. How are these needs caused by or worsened by the pandemic? 3. How might we use the federal ESSER funds to address the needs?

Invited stakeholders and the groups they represent included:

English Language Learners

Catholic Charities of Northern Kansas, Megan Robl

LULAC, Madai Rivera, State Director

Children Experiencing Homelessness

Ashby House, Executive Director Andy Houltberg

DVACK CEO, Andrea Quill

Salina Rescue Mission, Executive Director Chad Young

Children in Foster Care

St. Francis Ministries, Interim President/CEO William Clark

Migratory Students

Catholic Charities of Northern Kansas, Megan Robl

LULAC, Madai Rivera, State Director

Children Who are Incarcerated

Probation Officer, Juvenile Officers Brian Swenson, CSO II, Julie Marler, CSO I, Peggy Graham, CSO I, Jesse King, CSO I, Lacey Halton, CSO I, Patrick Hill, CSO I

Community Corrections, Corrections Officers Krisann Barnaby, Mendee Kramer, Leslie Johnson, Tom Fry, Alex Tyson
Director of Community Corrections, Annie Grevas

Other Underserved Students

Big Brothers Big Sisters, CEO Amanda Otto

CAPS of Salina, Executive Director Lori Blake

XCEL Program Executive Director Shawn Copeland

Salina Area United Way, Executive Director Claire Mullen

Salvation Army, Lynn Lopez

Truancy Review Board, Todd Heitschmidt

Salina Family Healthcare, Bob Kraft and Abbey Rupe

YMCA, Executive Director Angie Lassley

Addiction Specialists, Kristen Menzies and Jeremiah Thornton

Feedback collected from the community groups (note that this feedback is the same as the previous question because these groups met together) included the following:

Teacher and staff mental health- extended breaks built into the schedule

Early education – K intensive supports because so many childcare and PreK shutdown during the pandemic

Expand SW contracts through summer to support families

Increase summer programming

Parent education – summer “parent project”

Partner with CAPS for resources like grief recovery method, refer to CAPS programming

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Strong support for social workers to get to family needs before they get to crisis level

Support retention as long as there is extra work

Provide the public the opportunity to provide input and take such input into account

Meetings were held with each school site council to gain community input into the ESSER plan. Twelve meetings were conducted between October 1, 2021 and November 9, 2021 to gain input. Community members who serve on our site councils had the chance to give input. During those meetings the purpose of ESSER funding was discussed; specifically the use of the funds to safely reopen schools, measure and effectively address significant learning loss, and take other actions to mitigate the impact of COVID-10 on students and families. Participants received a handout explaining the allowable uses of the funds and detailing how federal COVID relief dollars had been spent to date (ESSER I, ESSER II and County CARES).

Input collected is below. Please note that this input is the same as the "families" prompt above because it was collected at the same meetings.

Extracurricular

Additional extracurricular activities (football coach to increase number of students who can participate)

After activity bussing

Expand intermural program

Buses with hot spots

Camp type/activity based/career exploration in summer school

Partnerships for summer opportunities

After school program on each side of town to serve 4 feeder schools

Academic

Strong support for certified/classified interventionists, after school programming

iReady

Consider rebranding summer school enrichment programs to increase interest and reduce summer school stigma

Expand after school academic program to high school

Bussing for after-school program

Certified and classified interventionists

Elementary summer school restructure

Elective recovery in addition to cores at the secondary level

Student mentors

KWU paid internships- partner for "work study"

Tutoring – HS/college students helping K-5

Improve SIT process – intermittent schooling isn't a reason for SPED

MTSS specialist to pull data to identify academic needs quickly – also help with discipline

Tutoring

Look at traditional schedule

Elementary start earlier to give more class time

Instructional coach for SPED teachers

DI training

Zearn software-math curriculum

Hire HS and college students: work as tutors during year and in summer

More in person speech language services

Staff Wellness

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Feels change to add 30 a week for classified is positive

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More Prek opportunities/summer school/transition program

More K staff for small class sizes/Transitional K

Schedule

More time in calendar for teachers to just catch up

Blocks are too long

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 who were in kindergarten during the 2019-2020 school year missed the final quarter of in-person instruction when reading progress begins to accelerate. Those same students missed the socialization and behavior supports during a pivotal time in child development. That class of students, currently second graders, continue to struggle with behaviors and academic performance.

Secondary students were hybrid during the 2020-2021 school year, decreasing the amount of time the students were receiving synchronous on-site learning. During the beginning of the year, the students were only attending 2 days on-site and 3 days off-site. Based on feedback from students, parents, and teachers the schedule was rearranged to create a daily on-site of ½ days for all secondary students. This allowed for school staff to have "eyes" on students more directly. The students spent the at home time completing asynchronous lessons. The impact of learning in a hybrid mechanism was apparent in student work completion, grade performance, test scores, and social emotional well-being.

The chronic absenteeism rate increased over the last two years for almost all subgroups. There was disproportionate impact on the following groups: Hispanic, African-American, F/R students, and homeless.

The following data reflects the impact on each class cohort performance in 2021 – 2022 on the state assessments in math and reading to document the increase in percentage of students performing at a level 1: Class of 2023 went from 32% - 35% in ELA and 38% - 62% in math; Class of 2024 went from 37% - 40% in ELA; Class of 2025 went from 44% - 54% in math; Class of 2026 went from 26% - 42% in ELA; and Class of 2027 went from 26% - 47% in math. KSA Math results show a decrease in the number of students performing at level 3 and 4 for the class of 2023, 2024, 2026, and 2027 and KSA ELA results show a decrease in the number of students performing at level 3 and 4 for the class of 2024 and 2026.

Each elementary school is concerned with reading and math learning gaps indicating the need for increased tier II and tier III supports. Adjustments to learning scope and sequence plans have been made at all grades for tier I instruction, resulting in fewer standards taught and mastered during the year. All elementary buildings report an increase in behaviors during the 2021-2022 school year.

During the 2021 – 2022 school year, baseline phonics data from Units of Study was used to measure growth for interventions. Phonics skill mastery shows a decline from pre-COVID performance. The percent of K-2 students needing remediation follow: K = 48%, 1st = 55%, 2nd = 41%. At grades 3 – 5 students that had not mastered phonic skills were tested and approximately 150 3rd grade, 90 4th grade, and 45 5th grade students continue to need intensive support to master phonic skills. Closing these learning gaps will require additional staffing and time.

Mental health referrals continue to increase compared to that baseline January 2019 count of 279. In January 2020 there were 362 referrals and in January 2021 there were 458. Staff notes an increase in both external and internal regulation concerns. Parents are also reporting concerns with some requesting training sessions/parental support to learn to better help their students at home. At the middle/high school level, administrators report seeing a significant increase in mental health issues due to COVID-19 with an increase of requests to see counselors and increased referrals. They also report an increase in behaviors and struggles with work completion since the onset of the pandemic. Additional staffing, including contracting with the local mental health center, for increased mental health services will be needed to address student needs. Additional screening is necessary to identify students who have unidentified social emotional needs.

How the LEA will use the funds it reserves under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year? (Provide specific references to evidence-based interventions that meet one of the four tiers of evidence, as defined in Sec. 8101(21) of ESEA)

The district's proposed use of funds will include the following activities using evidence-based interventions and multi-tiered supports academically, socially and emotionally. Data is made accessible to teachers in order to provide those direct supports and personalized learning opportunities, smaller class sizes, elementary summer school and extended learning at all levels; afterschool programming, credit recovery opportunities; academic interventions providing supports to students; social and emotional support through additional social work, family support and mental health services.

Funds will be used to hire the following staff to provide tiered supports in the classroom and after-school: 14.5 certified interventionists, 7 certified classroom teachers, 13 classified interventionists, 6.5 licensed social workers, and 5 family support staff. These 46 new staff members will support teachers and administrators in addressing the learning loss and support social emotional needs across the district. These individuals will provide services in a variety of ways: small group, pull-out interventions, push-in interventions, smaller classes, reteaching opportunities, credit recovery instruction, after school program support, and/or community agency collaboration. Interventionists are identifying specific skill deficits and providing targeted instruction at the ZPD (zone of proximal development.)

The elementary summer school program was expanded from pre-COVID years by increasing the number of staff, reducing the staff to student ratio, creating attendance flexibility, adding support staff (social worker and counselor) and incorporating a richer social-emotional focus. These factors will allow for the student selection process to encompass more students.

Funding will be used for software purchases of iReady. i-Ready is an online program for reading and/or mathematics that will help teachers determine student needs, personalize learning, and monitor progress throughout the school year. i-Ready allows your teachers to meet students exactly where they are and provides data to increase your student's learning gains. i-Ready consists of two parts: Diagnostic and Personalized Instruction. The i-Ready Diagnostic is an adaptive assessment that adjusts its questions to suit students' needs. i-Ready Personalized Instruction provides students with lessons based on their individual skill level and needs, so your students can learn at a pace that is just right for them. Elementary teachers have indicated iReady as an important resource to understand learning gaps. It is used at all elementary schools. Utilization of iReady has been expanded to middle school math across all grade levels and used at the high schools to provide data and monitoring in a tier III math course.

The FastBridge suite of diagnostic, universal screening, and progress monitoring tools will be purchased to provide targeted support and data to monitor and identify learning needs. Provides a universal social emotional screener for the district K-12. With FastBridge the schools will be able to screen to identify students in need of more intensive social emotional supports. The screening data will be used to understand the big picture of need across the district to leverage system approach to support the schools. Schools will have access to the progress monitoring tool, The Direct Behavior Rating, measure. Students grades 2 – 12 can complete the mySAEBRS and the data will provide more specific information regarding social behavior, academic behavior, and emotional behavior. The data provided aligns with the district use of Second Step and non-academic reporting that is based on CASEL competencies.

Hired 3 certified interventionists to support students at the virtual school, that need additional support due to not having access to the traditional school environment during their remote instruction in spring 2020 and the 2020-2021 school year. Additional mental health services will be contracted with local providers to enhance and expand the mental health services provided by school staff.

Increase after school programs in the district to address specific learning loss at three elementary schools, both middle schools, and high school. Transportation added to after school programs to remove barriers for families.

Family engagement funds will be provided to each school to build community and provide outreach to families. A tighter school and family relationship supports communication about student performance and needs. These funds would provide activities for families to increase engagement in their student's school system. Increasing family engagement promotes student success. An example is parent informational sessions relating to things such as technology, academics, current student trends, etc.

Professional learning will support new software and instructional resources. To increase student engagement, the integration of project based learning will be occurring over the few years. To ensure a high quality, consistent training program PBLWorks will provide training to staff across all academic areas and K-12, funds have been allocated to the training. Professional development for classified staff will occur before the start of the school year and during the school year. This training will focus on best practices for interventions for students who have suffered both academic and social emotional loss due to the pandemic.

Black, Paul, and Dylan Wiliam. "Inside the black box: Raising standards through classroom assessment." Phi delta kappan 92.1 (2010): 81-90. <https://kappanonline.org/inside-the-black-box-raising-standards-through-classroom-assessment/>
Ragozzino, Katharine, et al. "Promoting academic achievement through social and emotional learning." Educational horizons 81.4 (2003): 169-171. <http://eds-courses.ucsd.edu//eds379B/wi10/205A%20W10/Ragozzino.pdf>

Psychometric Evidence of FastBridge Universal Screening & Progress Monitoring System. Illuminate Education (2021)
<https://www.illuminateed.com/wp-content/uploads/2021/07/Psychometric-Evidence-of-FastBridge-Universal-Screening-Progress-Monitoring-System-2021.pdf>

Promoting Academic Success through Social and Emotional Learning (SEL), Pierce, Petokubi, Nishoioka, and Farrell
<https://ies.ed.gov/ncee/edlabs/regions/northwest/pdf/wa-sel-training5-slides.pdf>

“What does the research say about increased learning time and student outcomes?”
https://ies.ed.gov/ncee/edlabs/regions/appalachia/pdf/REL_2014061.pdf

Dropout Prevention https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/dp_pg_090308.pdf

Impact of Family Engagement <https://youth.gov/youth-topics/impact-family-engagement>

Parental Involvement as a Important Factor for Successful Education <https://files.eric.ed.gov/fulltext/EJ1156936.pdf>

A Meta-Analysis of Dropout Prevention Outcomes and Strategies <http://www.dropoutprevention.org/meta-analysis-dropout-prevention-outcome-strategies/>

C., H. J. A. (2009). Visible learning: A synthesis of Meta-analyses relating to achievement. Routledge.

How the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act?

The remaining funds will be spent in the following way, as supported by stakeholder input:

- Full-time substitute teachers in all attendance centers. The pandemic has caused a substitute shortages which impact the classroom.
- Staff Wellness: Covid-19 has caused stress on staff and increased responsibilities at all levels of the organization. Well-being of employees allows them to be more resilient and cope with the additional demands caused by the pandemic. These funds will be used to provide activities for staff. Staff wellness leads to retention of staff.
- Staff Retention & Recruitment: Retention incentive pay to retain staff. The pandemic has impacted the ability to recruit and retain staff. Additional resources for recruitment of staff and addressing the staffing shortage. This would include all staff, substitutes and contracted bus drivers.
- PPE: Purchase personal protective equipment(PPE) such as face masks, instrument bell covers, gloves, etc. to limit spread of COVID19.
- The district has looked at what contributes to daily stress in a building, and one of those areas is the lack of substitutes. There is an increased load on teachers, support staff, and administration when they must cover classes for absent teachers. To try to combat the challenge of lacking substitutes, the district has increased pay, provided incentives, covered licensing fees, conducted job fairs, and utilized COVID relief dollars to pay for permanent substitutes at buildings. For the past two years, contracts have been offered to student teachers from the fall semester to serve as substitutes. All of these efforts have increased the amount of substitutes in our system, but we still have more need than available candidates.
- The district is using COVID relief money to support the well-being of all staff in the district by paying retention incentives. These incentives were provided for differing amounts and distributed based on a schedule for each type of staff. The district wanted to reassure our staff that we recognize the work and efforts along with the difficulty of being in education during these pandemic times. To retain staff, we needed to allocate resources that directly impact them.

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 is using various pre/post assessments, district common assessments, classroom assessments, universal screeners, and diagnostic tools to measure learning and skill building for both social emotional and academics. Other data sources will be used to measure student performance and engagement in school, such as discipline data, attendance, belonging perception data, activity involvement, postsecondary measures, graduation, KCTC (Kansas Communities that Care), grades, and course completion. Example data sources: Reading Diagnostic Assessment, Benchmark Assessment System, iReady, Fastbridge SAEBRS, state assessments, PreACT 8/9, Workkeys, ACT, and ASQ. Growth measures of critical thinking, communication, and social emotional skills will be reviewed.

Staff continually look at the data across all demographics including socio-economic, race/ethnicity, SPED and ELL status to ensure interventions being implemented are impacting all student groups. The district reviews risk ratio data for all subgroups to identify barriers and protective factors.

Prior to being allotted any funds, each building was required to identify the measures it would use to monitor and evaluate the effectiveness of the interventions put in place. The educational programs department will work with building principals on standards for data analysis and collection. Reports will be provided to substantiate the continuation of the intervention and fund expenditure.

The director of student supports will be monitoring performance of students considered at-risk, homeless, foster care, and ELL from the district perspective and work with building leadership teams to make adjustments to tiered supports based on results.

Focused data conversations and collaboration between the special education cooperative and school district are planned to review special education performance data.

Allocations

| | Direct Allocation | True Up Allocation | Total Allocation | | 20% Minimum |
|-----------------------|-------------------|--------------------|------------------|-----------------------|-------------|
| ESSER III Allocations | \$13,663,761 | \$0 | \$13,663,761 | ESSER III Allocations | \$2,732,753 |
| Approved Total | \$0 | \$0 | \$0 | Approved Total | \$0 |
| Amount Left | \$13,663,761 | \$0 | \$13,663,761 | Amount Still Needed | \$2,732,753 |
| In Review Total | \$13,663,761 | \$0 | \$13,663,761 | In Review Total | \$7,034,230 |
| 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 |
|------------|-----------------|---------------|---------------|-------------|---------------|--------------------|-------------------|
| 305-3-0001 | Direct | True | 1000 | 110 | 12 | \$2,500,988 | Task Force Review |
| 305-3-0002 | Direct | True | 1000 | 120 | 12 | \$505,156 | Task Force Review |
| 305-3-0003 | Direct | True | 1000 | 210 | 12 | \$339,200 | Task Force Review |
| 305-3-0004 | Direct | True | 1000 | 220 | 12 | \$226,500 | Task Force Review |
| 305-3-0005 | Direct | True | 1000 | 260 | 12 | \$3,088 | Task Force Review |
| 305-3-0006 | Direct | True | 1000 | 270 | 12 | \$11,492 | Task Force Review |
| 305-3-0007 | Direct | True | 1000 | 290 | 12 | \$49,000 | Task Force Review |
| 305-3-0008 | Direct | True | 1000 | 110 | 11B | \$265,896 | Task Force Review |
| 305-3-0009 | Direct | True | 1000 | 120 | 11B | \$39,862 | Task Force Review |
| 305-3-0010 | Direct | True | 1000 | 220 | 11B | \$23,367 | Task Force Review |
| 305-3-0011 | Direct | True | 1000 | 260 | 11B | \$306 | Task Force Review |
| 305-3-0012 | Direct | True | 1000 | 270 | 11B | \$1,086 | Task Force Review |
| 305-3-0013 | Direct | True | 2710 | 513 | 11B | \$95,198 | Task Force Review |
| 305-3-0014 | Direct | True | 1000 | 110 | 11A | \$405,646 | Task Force Review |
| 305-3-0015 | Direct | True | 1000 | 220 | 11A | \$30,980 | Task Force Review |
| 305-3-0016 | Direct | True | 1000 | 260 | 11A | \$400 | Task Force Review |
| 305-3-0017 | Direct | True | 1000 | 270 | 11A | \$1,500 | Task Force Review |
| 305-3-0018 | Direct | True | 2100 | 110 | 11A | \$14,500 | Task Force Review |
| 305-3-0019 | Direct | True | 2100 | 110 | 11A | \$9,860 | Task Force Review |
| 305-3-0020 | Direct | True | 2100 | 220 | 11A | \$1,864 | Task Force Review |
| 305-3-0021 | Direct | True | 2100 | 260 | 11A | \$24 | Task Force Review |
| 305-3-0022 | Direct | True | 2100 | 270 | 11A | \$98 | Task Force Review |
| 305-3-0023 | Direct | True | 2400 | 110 | 11A | \$12,000 | Task Force Review |
| 305-3-0024 | Direct | True | 2400 | 220 | 11A | \$918 | Task Force Review |
| 305-3-0025 | Direct | True | 2400 | 260 | 11A | \$12 | Task Force Review |
| 305-3-0026 | Direct | True | 2400 | 270 | 11A | \$48 | Task Force Review |
| 305-3-0027 | Direct | False | 1000 | 115 | 16 | \$1,680,000 | Task Force Review |
| 305-3-0028 | Direct | False | 1000 | 210 | 16 | \$192,000 | Task Force Review |
| 305-3-0029 | Direct | False | 1000 | 220 | 16 | \$80,760 | Task Force Review |
| 305-3-0030 | Direct | False | 1000 | 260 | 16 | \$1,680 | Task Force Review |

| | | | | | | | |
|------------|--------|-------|------|-----|----|-------------|-------------------|
| 305-3-0031 | Direct | False | 1000 | 270 | 16 | \$5,555 | Task Force Review |
| 305-3-0032 | Direct | False | 1000 | 290 | 16 | \$40,000 | Task Force Review |
| 305-3-0033 | Direct | True | 1000 | 653 | 9 | \$608,379 | Task Force Review |
| 305-3-0034 | Direct | True | 2100 | 110 | 10 | \$665,392 | Task Force Review |
| 305-3-0035 | Direct | True | 2100 | 120 | 10 | \$328,996 | Task Force Review |
| 305-3-0036 | Direct | True | 2100 | 210 | 10 | \$102,400 | Task Force Review |
| 305-3-0037 | Direct | True | 2100 | 220 | 10 | \$75,282 | Task Force Review |
| 305-3-0038 | Direct | True | 2100 | 260 | 10 | \$990 | Task Force Review |
| 305-3-0039 | Direct | True | 2100 | 270 | 10 | \$3,940 | Task Force Review |
| 305-3-0040 | Direct | True | 2100 | 290 | 10 | \$13,000 | Task Force Review |
| 305-3-0041 | Direct | True | 2100 | 300 | 10 | \$200,000 | Task Force Review |
| 305-3-0042 | Direct | True | 2100 | 110 | 16 | \$8,390 | Task Force Review |
| 305-3-0043 | Direct | True | 2100 | 220 | 16 | \$630 | Task Force Review |
| 305-3-0044 | Direct | True | 2100 | 260 | 16 | \$12 | Task Force Review |
| 305-3-0045 | Direct | True | 2100 | 270 | 16 | \$28 | Task Force Review |
| 305-3-0046 | Direct | True | 2100 | 300 | 16 | \$2,050 | Task Force Review |
| 305-3-0047 | Direct | True | 2100 | 610 | 16 | \$48,890 | Task Force Review |
| 305-3-0048 | Direct | False | 2100 | 610 | 7 | \$82,000 | Task Force Review |
| 305-3-0049 | Direct | True | 2200 | 110 | 3 | \$194,300 | Task Force Review |
| 305-3-0050 | Direct | True | 2200 | 120 | 3 | \$4,500 | Task Force Review |
| 305-3-0051 | Direct | True | 2200 | 220 | 3 | \$15,200 | Task Force Review |
| 305-3-0052 | Direct | True | 2200 | 260 | 3 | \$200 | Task Force Review |
| 305-3-0053 | Direct | True | 2200 | 270 | 3 | \$662 | Task Force Review |
| 305-3-0054 | Direct | True | 2200 | 300 | 3 | \$180,000 | Task Force Review |
| 305-3-0055 | Direct | True | 2200 | 580 | 3 | \$42,000 | Task Force Review |
| 305-3-0056 | Direct | False | 2200 | 300 | 10 | \$5,700 | Task Force Review |
| 305-3-0057 | Direct | False | 2200 | 610 | 10 | \$54,300 | Task Force Review |
| 305-3-0058 | Direct | False | 2590 | 110 | 16 | \$104,590 | Task Force Review |
| 305-3-0059 | Direct | False | 2590 | 210 | 16 | \$5,760 | Task Force Review |
| 305-3-0060 | Direct | False | 2590 | 220 | 16 | \$8,001 | Task Force Review |
| 305-3-0061 | Direct | False | 2590 | 260 | 16 | \$105 | Task Force Review |
| 305-3-0062 | Direct | False | 2590 | 270 | 16 | \$345 | Task Force Review |
| 305-3-0063 | Direct | False | 2590 | 290 | 16 | \$1,200 | Task Force Review |
| 305-3-0064 | Direct | False | 2590 | 300 | 16 | \$40,000 | Task Force Review |
| 305-3-0065 | Direct | False | 2710 | 513 | 16 | \$100,000 | Task Force Review |
| 305-3-0066 | Direct | False | 1000 | 110 | 16 | \$1,397,970 | Task Force Review |
| 305-3-0067 | Direct | False | 1000 | 115 | 16 | \$39,501 | Task Force Review |
| 305-3-0068 | Direct | False | 1000 | 120 | 16 | \$1,201,830 | Task Force Review |
| 305-3-0069 | Direct | False | 1000 | 125 | 16 | \$24,688 | Task Force Review |
| 305-3-0070 | Direct | False | 1000 | 220 | 16 | \$199,951 | Task Force Review |
| 305-3-0071 | Direct | False | 1000 | 260 | 16 | \$2,614 | Task Force Review |
| 305-3-0072 | Direct | False | 1000 | 270 | 16 | \$8,625 | Task Force Review |

| | | | | | | | |
|------------|--------|-------|------|-----|----|-----------|-------------------|
| 305-3-0073 | Direct | False | 1000 | 290 | 16 | \$5,347 | Task Force Review |
| 305-3-0074 | Direct | False | 2100 | 110 | 16 | \$256,676 | Task Force Review |
| 305-3-0075 | Direct | False | 2100 | 120 | 16 | \$61,877 | Task Force Review |
| 305-3-0076 | Direct | False | 2100 | 220 | 16 | \$24,019 | Task Force Review |
| 305-3-0077 | Direct | False | 2100 | 260 | 16 | \$315 | Task Force Review |
| 305-3-0078 | Direct | False | 2100 | 270 | 16 | \$1,036 | Task Force Review |
| 305-3-0079 | Direct | False | 2100 | 290 | 16 | \$0 | Task Force Review |
| 305-3-0080 | Direct | False | 2200 | 110 | 16 | \$71,044 | Task Force Review |
| 305-3-0081 | Direct | False | 2200 | 120 | 16 | \$147,818 | Task Force Review |
| 305-3-0082 | Direct | False | 2200 | 220 | 16 | \$16,744 | Task Force Review |
| 305-3-0083 | Direct | False | 2200 | 260 | 16 | \$218 | Task Force Review |
| 305-3-0084 | Direct | False | 2200 | 270 | 16 | \$723 | Task Force Review |
| 305-3-0085 | Direct | False | 2200 | 290 | 16 | \$458 | Task Force Review |
| 305-3-0086 | Direct | False | 2300 | 110 | 16 | \$4,584 | Task Force Review |
| 305-3-0087 | Direct | False | 2300 | 120 | 16 | \$27,501 | Task Force Review |
| 305-3-0088 | Direct | False | 2300 | 220 | 16 | \$2,455 | Task Force Review |
| 305-3-0089 | Direct | False | 2300 | 260 | 16 | \$32 | Task Force Review |
| 305-3-0090 | Direct | False | 2300 | 270 | 16 | \$105 | Task Force Review |
| 305-3-0091 | Direct | False | 2300 | 290 | 16 | \$107 | Task Force Review |
| 305-3-0092 | Direct | False | 2400 | 110 | 16 | \$52,710 | Task Force Review |
| 305-3-0093 | Direct | False | 2400 | 120 | 16 | \$45,835 | Task Force Review |
| 305-3-0094 | Direct | False | 2400 | 220 | 16 | \$7,538 | Task Force Review |
| 305-3-0095 | Direct | False | 2400 | 260 | 16 | \$99 | Task Force Review |
| 305-3-0096 | Direct | False | 2400 | 270 | 16 | \$325 | Task Force Review |
| 305-3-0097 | Direct | False | 2400 | 290 | 16 | \$0 | Task Force Review |
| 305-3-0098 | Direct | False | 2500 | 120 | 16 | \$80,211 | Task Force Review |
| 305-3-0099 | Direct | False | 2500 | 220 | 16 | \$6,136 | Task Force Review |
| 305-3-0100 | Direct | False | 2500 | 260 | 16 | \$81 | Task Force Review |
| 305-3-0101 | Direct | False | 2500 | 270 | 16 | \$264 | Task Force Review |
| 305-3-0102 | Direct | False | 2500 | 290 | 16 | \$0 | Task Force Review |
| 305-3-0103 | Direct | False | 2600 | 120 | 16 | \$208,549 | Task Force Review |
| 305-3-0104 | Direct | False | 2600 | 125 | 16 | \$3,292 | Task Force Review |
| 305-3-0105 | Direct | False | 2600 | 220 | 16 | \$15,954 | Task Force Review |
| 305-3-0106 | Direct | False | 2600 | 260 | 16 | \$209 | Task Force Review |
| 305-3-0107 | Direct | False | 2600 | 270 | 16 | \$2,292 | Task Force Review |
| 305-3-0108 | Direct | False | 2600 | 290 | 16 | \$0 | Task Force Review |
| 305-3-0109 | Direct | False | 3100 | 120 | 16 | \$280,947 | Task Force Review |
| 305-3-0110 | Direct | False | 3100 | 125 | 16 | \$6,584 | Task Force Review |
| 305-3-0111 | Direct | False | 3100 | 220 | 16 | \$17,445 | Task Force Review |
| 305-3-0112 | Direct | False | 3100 | 260 | 16 | \$228 | Task Force Review |
| 305-3-0113 | Direct | False | 3100 | 270 | 16 | \$2,292 | Task Force Review |
| 305-3-0114 | Direct | False | 3100 | 290 | 16 | \$306 | Task Force Review |

Line Item Details

Line Item ID: 305-3-0001

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

SAL-INSTR-CERT-ESSER III-FEDERAL

Account Number

2-36-1000-110-0000-412-

Function Code

1000 - Instruction

Object Code

110 - Regular Certified Salaries

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Budgeted Expenditures in SFY 2021 \$0

Budgeted Expenditures in SFY 2022 \$0

Budgeted Expenditures in SFY 2023 \$1,250,494

Budgeted Expenditures in SFY 2024 \$1,250,494

Total Expenditures \$2,500,988

Status

Task Force Review

Line Item ID: 305-3-0002

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

SAL-INSTR-CLASS-ESSER III-FEDERAL

Account Number

2-36-1000-120-0000-412-

Function Code

1000 - Instruction

Object Code

120 - Regular Non-Certified Salaries

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Budgeted Expenditures in SFY 2021 \$0

Budgeted Expenditures in SFY 2022 \$0

Budgeted Expenditures in SFY 2023 \$252,578

Budgeted Expenditures in SFY 2024 \$252,578

Total Expenditures \$505,156

Status

Task Force Review

Line Item ID: 305-3-0003

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

HEALTH INS-INSTR-ESSER III-FED

Account Number

2-36-1000-210-0000-412-

Function Code

1000 - Instruction

Object Code

210 - Group Insurance

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$0

Budgeted Expenditures in SFY 2023

\$169,600

Budgeted Expenditures in SFY 2024

\$169,600

Total Expenditures

\$339,200

Status

Task Force Review

Line Item ID: 305-3-0004

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

FICA-INSTR-ESSER III-FEDERAL

Account Number

2-36-1000-220-0000-412-

Function Code

1000 - Instruction

Object Code

220 - Social Security Contributions

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$0

Budgeted Expenditures in SFY 2023

\$113,250

Budgeted Expenditures in SFY 2024

\$113,250

Total Expenditures

\$226,500

Status

Task Force Review

Line Item ID: 305-3-0005

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

UNEM-INSTR-ESSER III-FEDERAL

Account Number

2-36-1000-260-0000-412-

Function Code

1000 - Instruction

Object Code

260 - Unemployment Compensation

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$0

Budgeted Expenditures in SFY 2023

\$1,544

Budgeted Expenditures in SFY 2024

\$1,544

Total Expenditures

\$3,088

Status

Task Force Review

Line Item ID: 305-3-0006

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

WORK COMP-INSTR-ESSER III-FED

Account Number

2-36-1000-270-0000-412-

Function Code

1000 - Instruction

Object Code

270 - Worker's Compensation

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$0

Budgeted Expenditures in SFY 2023

\$5,746

Budgeted Expenditures in SFY 2024

\$5,746

Total Expenditures

\$11,492

Status

Task Force Review

Line Item ID: 305-3-0007

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

RETIRE-INSTR-ESSER III-FEDERAL

Account Number

2-36-1000-290-0000-412-

Function Code

1000 - Instruction

Object Code

290 - Other Employee Benefits

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$0

Budgeted Expenditures in SFY 2023

\$24,500

Budgeted Expenditures in SFY 2024

\$24,500

Total Expenditures

\$49,000

Status

Task Force Review

Line Item ID: 305-3-0008

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

SAL-INSTR-CERT-BEF/AFT-ESSER III-FED

Account Number

2-36-1000-110-0000-41B-

Function Code

1000 - Instruction

Object Code

110 - Regular Certified Salaries

Allowable Use

11B - Planning and implementing supplemental after-school programs.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$0

Budgeted Expenditures in SFY 2023

\$132,948

Budgeted Expenditures in SFY 2024

\$132,948

Total Expenditures

\$265,896

Status

Task Force Review

Line Item ID: 305-3-0009

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

SAL-INSTR-CLAS-BEF/AFT-ESSER III-FED

Account Number

2-36-1000-120-0000-41B-

Function Code

1000 - Instruction

Object Code

120 - Regular Non-Certified Salaries

Allowable Use

11B - Planning and implementing supplemental after-school programs.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$0

Budgeted Expenditures in SFY 2023

\$19,931

Budgeted Expenditures in SFY 2024

\$19,931

Total Expenditures

\$39,862

Status

Task Force Review

Line Item ID: 305-3-0010

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

FICA-INSTR-BEF/AFT-ESSER III-FEDERAL

Account Number

2-36-1000-220-0000-41B-

Function Code

1000 - Instruction

Object Code

220 - Social Security Contributions

Allowable Use

11B - Planning and implementing supplemental after-school programs.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$0

Budgeted Expenditures in SFY 2023

\$11,684

Budgeted Expenditures in SFY 2024

\$11,683

Total Expenditures

\$23,367

Status

Task Force Review

Line Item ID: 305-3-0011

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 NameUNEM-INSTR-BEF/AFT-ESSER III-
FEDERAL**Account Number**

2-36-1000-260-0000-41B-

Function Code

1000 - Instruction

Object Code

260 - Unemployment Compensation

Allowable Use11B - Planning and implementing
supplemental after-school 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

\$306

Status

Task Force Review

Line Item ID: 305-3-0012

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

WORK COMP-INSTR-BEF/AFT-ESSER III

Account Number

2-36-1000-270-0000-41B-

Function Code

1000 - Instruction

Object Code

270 - Worker's Compensation

Allowable Use11B - Planning and implementing
supplemental after-school programs.**Budgeted Expenditures in SFY 2021**

\$0

Budgeted Expenditures in SFY 2022

\$0

Budgeted Expenditures in SFY 2023

\$543

Budgeted Expenditures in SFY 2024

\$543

Total Expenditures

\$1,086

Status

Task Force Review

Line Item ID: 305-3-0013

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 NameAFT-TRANSPORTATION-ESSER III-
FEDERAL**Account Number**

2-36-2710-513-0000-41B-

Function Code

2710 - Vehicle Operation

Object Code513 - Student Transportation Services
by Outside Agency or Company**Allowable Use**11B - Planning and implementing
supplemental after-school programs.**Budgeted Expenditures in SFY 2021**

\$0

Budgeted Expenditures in SFY 2022

\$0

Budgeted Expenditures in SFY 2023

\$47,599

Budgeted Expenditures in SFY 2024

\$47,599

Total Expenditures

\$95,198

Status

Task Force Review

Line Item Comment from KSDE

4/19/22: Additional detail provided in narrative

Line Item ID: 305-3-0014

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

SS-ELEM-CERT-ESSER III-FEDERAL

Account Number

2-36-1000-110-0000-41A-65900

Function Code

1000 - Instruction

Object Code

110 - Regular Certified Salaries

Allowable Use11A - Planning and implementing
summer learning or enrichment
programs.**Budgeted Expenditures in SFY 2021**

\$0

Budgeted Expenditures in SFY 2022

\$0

Budgeted Expenditures in SFY 2023

\$0

Budgeted Expenditures in SFY 2024

\$405,646

Total Expenditures

\$405,646

Status

Task Force Review

Line Item ID: 305-3-0015

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

SS-FICA-INSTR-ESSER III-FEDERAL

Account Number

2-36-1000-220-0000-41A-65906

Function Code

1000 - Instruction

Object Code

220 - Social Security Contributions

Allowable Use

11A - Planning and implementing summer learning or enrichment programs.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$0

Budgeted Expenditures in SFY 2023

\$0

Budgeted Expenditures in SFY 2024

\$30,980

Total Expenditures

\$30,980

Status

Task Force Review

Line Item ID: 305-3-0016

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

SS-UNEM-INSTR-ESSER III-FEDERAL

Account Number

2-36-1000-260-0000-41A-65907

Function Code

1000 - Instruction

Object Code

260 - Unemployment Compensation

Allowable Use

11A - Planning and implementing summer learning or enrichment programs.

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: 305-3-0017

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 NameSS-WORK COMP-INSTR-ESSER III-
FEDERAL**Account Number**

2-36-1000-270-0000-41A-65908

Function Code

1000 - Instruction

Object Code

270 - Worker's Compensation

Allowable Use11A - Planning and implementing
summer learning or enrichment
programs.**Budgeted Expenditures in SFY 2021**

\$0

Budgeted Expenditures in SFY 2022

\$0

Budgeted Expenditures in SFY 2023

\$0

Budgeted Expenditures in SFY 2024

\$1,500

Total Expenditures

\$1,500

Status

Task Force Review

Line Item ID: 305-3-0018

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 NameSS-ELEM-COUNSELOR/SW-ESSER III-
FEDERAL**Account Number**

2-36-2100-110-0000-41A-65910

Function Code

2100 - Support Services (Students)

Object Code

110 - Regular Certified Salaries

Allowable Use11A - Planning and implementing
summer learning or enrichment
programs.**Budgeted Expenditures in SFY 2021**

\$0

Budgeted Expenditures in SFY 2022

\$0

Budgeted Expenditures in SFY 2023

\$0

Budgeted Expenditures in SFY 2024

\$14,500

Total Expenditures

\$14,500

Status

Task Force Review

Line Item ID: 305-3-0019

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

SS-ELEM-NURSE-ESSER III-FEDERAL

Account Number

2-36-2100-110-0000-41A-65920

Function Code

2100 - Support Services (Students)

Object Code

110 - Regular Certified Salaries

Allowable Use

11A - Planning and implementing summer learning or enrichment programs.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$0

Budgeted Expenditures in SFY 2023

\$0

Budgeted Expenditures in SFY 2024

\$9,860

Total Expenditures

\$9,860

Status

Task Force Review

Line Item ID: 305-3-0020

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

SS-FICA-STUD SUPPT-ESSER III-FEDERAL

Account Number

2-36-2100-220-0000-41A-65916

Function Code

2100 - Support Services (Students)

Object Code

220 - Social Security Contributions

Allowable Use

11A - Planning and implementing summer learning or enrichment programs.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$0

Budgeted Expenditures in SFY 2023

\$0

Budgeted Expenditures in SFY 2024

\$1,864

Total Expenditures

\$1,864

Status

Task Force Review

Line Item ID: 305-3-0021

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 NameSS-UNEM-STUD SUPPT-ESSER III-
FEDERAL**Account Number**

2-36-2100-260-0000-41A-65917

Function Code

2100 - Support Services (Students)

Object Code

260 - Unemployment Compensation

Allowable Use11A - Planning and implementing
summer learning or enrichment
programs.**Budgeted Expenditures in SFY 2021**

\$0

Budgeted Expenditures in SFY 2022

\$0

Budgeted Expenditures in SFY 2023

\$0

Budgeted Expenditures in SFY 2024

\$24

Total Expenditures

\$24

Status

Task Force Review

Line Item ID: 305-3-0022

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 NameSS-WORK COMP-STUD SUPPT-ESSER
III-FED**Account Number**

2-36-2100-270-0000-41A-65918

Function Code

2100 - Support Services (Students)

Object Code

270 - Worker's Compensation

Allowable Use11A - Planning and implementing
summer learning or enrichment
programs.**Budgeted Expenditures in SFY 2021**

\$0

Budgeted Expenditures in SFY 2022

\$0

Budgeted Expenditures in SFY 2023

\$0

Budgeted Expenditures in SFY 2024

\$98

Total Expenditures

\$98

Status

Task Force Review

Line Item ID: 305-3-0023

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

SS-ELEM-DIRECTOR-ESSER III-FEDERAL

Account Number

2-36-2400-110-0000-41A-65940

Function Code

2400 - Support Services (School Administration)

Object Code

110 - Regular Certified Salaries

Allowable Use

11A - Planning and implementing summer learning or enrichment programs.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$0

Budgeted Expenditures in SFY 2023

\$0

Budgeted Expenditures in SFY 2024

\$12,000

Total Expenditures

\$12,000

Status

Task Force Review

Line Item ID: 305-3-0024

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

SS-FICA-SCH ADMIN-ESSER III-FEDERAL

Account Number

2-36-2400-220-0000-41A-65946

Function Code

2400 - Support Services (School Administration)

Object Code

220 - Social Security Contributions

Allowable Use

11A - Planning and implementing summer learning or enrichment programs.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$0

Budgeted Expenditures in SFY 2023

\$0

Budgeted Expenditures in SFY 2024

\$918

Total Expenditures

\$918

Status

Task Force Review

Line Item ID: 305-3-0025

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 NameSS-UNEM-SCH ADMN-ESSER III-
FEDERAL**Account Number**

2-36-2400-260-0000-41A-65947

Function Code2400 - Support Services (School
Administration)**Object Code**

260 - Unemployment Compensation

Allowable Use11A - Planning and implementing
summer learning or enrichment
programs.**Budgeted Expenditures in SFY 2021**

\$0

Budgeted Expenditures in SFY 2022

\$0

Budgeted Expenditures in SFY 2023

\$0

Budgeted Expenditures in SFY 2024

\$12

Total Expenditures

\$12

Status

Task Force Review

Line Item ID: 305-3-0026

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 NameSS-WORK COMP-SCH ADMN-ESSER III-
FEDERAL**Account Number**

2-36-2400-270-0000-41A-65948

Function Code2400 - Support Services (School
Administration)**Object Code**

270 - Worker's Compensation

Allowable Use11A - Planning and implementing
summer learning or enrichment
programs.**Budgeted Expenditures in SFY 2021**

\$0

Budgeted Expenditures in SFY 2022

\$0

Budgeted Expenditures in SFY 2023

\$0

Budgeted Expenditures in SFY 2024

\$48

Total Expenditures

\$48

Status

Task Force Review

Line Item ID: 305-3-0027

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 NameSAL-INSTR SUB-CERT-ESSER III-
FEDERAL**Account Number**

2-36-1000-115-0000-416-

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.**Budgeted Expenditures in SFY 2021**

\$0

Budgeted Expenditures in SFY 2022

\$0

Budgeted Expenditures in SFY 2023

\$840,000

Budgeted Expenditures in SFY 2024

\$840,000

Total Expenditures

\$1,680,000

Status

Task Force Review

Line Item ID: 305-3-0028

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

HEALTH INS-INSTR SUB-ESSER III-FED

Account Number

2-36-1000-210-0000-416-

Function Code

1000 - Instruction

Object Code

210 - Group Insurance

Allowable Use16 - Other activities necessary to
maintain LEA operations and services
and employ existing LEA staff.**Budgeted Expenditures in SFY 2021**

\$0

Budgeted Expenditures in SFY 2022

\$0

Budgeted Expenditures in SFY 2023

\$96,000

Budgeted Expenditures in SFY 2024

\$96,000

Total Expenditures

\$192,000

Status

Task Force Review

Line Item ID: 305-3-0029

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

FICA-INSTR SUB-ESSER III-FEDERAL

Account Number

2-36-1000-220-0000-416-

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.

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$40,380**Budgeted Expenditures in SFY 2024** \$40,380**Total Expenditures** \$80,760**Status**

Task Force Review

Line Item ID: 305-3-0030

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

UNEM-INSTR SUB-ESSER III-FEDERAL

Account Number

2-36-1000-260-0000-416-

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.

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$840**Budgeted Expenditures in SFY 2024** \$840**Total Expenditures** \$1,680**Status**

Task Force Review

Line Item ID: 305-3-0031

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

WCMP-INSTR SUB-ESSER III-FEDERAL

Account Number

2-36-1000-270-0000-416-

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.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$0

Budgeted Expenditures in SFY 2023

\$2,778

Budgeted Expenditures in SFY 2024

\$2,777

Total Expenditures

\$5,555

Status

Task Force Review

Line Item ID: 305-3-0032

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

RETIRE-INSTR SUB-ESSER III-FEDERAL

Account Number

2-36-1000-290-0000-416-

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.

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: 305-3-0033

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

SOFTWARE-INSTR-ESSER III-FEDERAL

Account Number

2-36-1000-657-0000-409-65702

Function Code

1000 - Instruction

Object Code

653 - Software

Allowable Use

9 - Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$0

Budgeted Expenditures in SFY 2023

\$304,189

Budgeted Expenditures in SFY 2024

\$304,190

Total Expenditures

\$608,379

Status

Task Force Review

Line Item Comment from KSDE

4/19/22: Additional details provided in narrative

Line Item ID: 305-3-0034

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

SAL-SOCIAL WORKER-ESSER III-FEDERAL

Account Number

2-36-2100-110-0000-410-

Function Code

2100 - Support Services (Students)

Object Code

110 - Regular Certified Salaries

Allowable Use

10 - Providing mental health services and supports.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$0

Budgeted Expenditures in SFY 2023

\$332,696

Budgeted Expenditures in SFY 2024

\$332,696

Total Expenditures

\$665,392

Status

Task Force Review

Line Item ID: 305-3-0035

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

SAL-STUD SUPPORT-ESSER III-FEDERAL

Account Number

2-36-2100-120-0000-410-

Function Code

2100 - Support Services (Students)

Object Code

120 - Regular Non-Certified Salaries

Allowable Use

10 - Providing mental health services and supports.

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$164,498**Budgeted Expenditures in SFY 2024** \$164,498**Total Expenditures** \$328,996**Status**

Task Force Review

Line Item ID: 305-3-0036

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

HEALTH INS-STUD SUPPT-ESSER III-FED

Account Number

2-36-2100-210-0000-410-

Function Code

2100 - Support Services (Students)

Object Code

210 - Group Insurance

Allowable Use

10 - Providing mental health services and supports.

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$51,200**Budgeted Expenditures in SFY 2024** \$51,200**Total Expenditures** \$102,400**Status**

Task Force Review

Line Item ID: 305-3-0037

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

FICA-STUD SUPPT-ESSER III-FEDERAL

Account Number

2-36-2100-220-0000-410-

Function Code

2100 - Support Services (Students)

Object Code

220 - Social Security Contributions

Allowable Use

10 - Providing mental health services and supports.

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$37,641**Budgeted Expenditures in SFY 2024** \$37,641**Total Expenditures** \$75,282**Status**

Task Force Review

Line Item ID: 305-3-0038

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

UNEM-STUD SUPPT-ESSER III-FEDERAL

Account Number

2-36-2100-260-0000-410-

Function Code

2100 - Support Services (Students)

Object Code

260 - Unemployment Compensation

Allowable Use

10 - Providing mental health services and supports.

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$495**Budgeted Expenditures in SFY 2024** \$495**Total Expenditures** \$990**Status**

Task Force Review

Line Item ID: 305-3-0039

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

WORK COMP-STUD SUPPT-ESSER III-FED

Account Number

2-36-2100-270-0000-410-

Function Code

2100 - Support Services (Students)

Object Code

270 - Worker's Compensation

Allowable Use

10 - Providing mental health services and supports.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$0

Budgeted Expenditures in SFY 2023

\$1,970

Budgeted Expenditures in SFY 2024

\$1,970

Total Expenditures

\$3,940

Status

Task Force Review

Line Item ID: 305-3-0040

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

RETIRE-STUD SUPPT-ESSER III-FEDERAL

Account Number

2-36-2100-290-0000-410-

Function Code

2100 - Support Services (Students)

Object Code

290 - Other Employee Benefits

Allowable Use

10 - Providing mental health services and supports.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$0

Budgeted Expenditures in SFY 2023

\$6,500

Budgeted Expenditures in SFY 2024

\$6,500

Total Expenditures

\$13,000

Status

Task Force Review

Line Item ID: 305-3-0041

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 NameCONTR MENTAL HEALTH SERV-ESSER
III-FED**Account Number**

2-36-2100-300-0000-410-65712

Function Code

2100 - Support Services (Students)

Object Code300 - PURCHASED PROFESSIONAL
AND TECHNICAL SERVICES**Allowable Use**10 - Providing mental health services
and supports.**Budgeted Expenditures in SFY 2021**

\$0

Budgeted Expenditures in SFY 2022

\$0

Budgeted Expenditures in SFY 2023

\$100,000

Budgeted Expenditures in SFY 2024

\$100,000

Total Expenditures

\$200,000

Status

Task Force Review

Line Item ID: 305-3-0042

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 NameSAL-FAMILY ENGAGE-ESSER III-
FEDERAL**Account Number**

2-36-2100-110-0000-416-

Function Code

2100 - Support Services (Students)

Object Code

110 - Regular Certified Salaries

Allowable Use16 - Other activities necessary to
maintain LEA operations and services
and employ existing LEA staff.**Budgeted Expenditures in SFY 2021**

\$0

Budgeted Expenditures in SFY 2022

\$0

Budgeted Expenditures in SFY 2023

\$4,195

Budgeted Expenditures in SFY 2024

\$4,195

Total Expenditures

\$8,390

Status

Task Force Review

Line Item Comment from KSDE

4/19/22 Additional details provided in narrative

Line Item ID: 305-3-0043

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 NameFICA-FAMILY ENGAGE-ESSER III-
FEDERAL**Account Number**

2-36-2100-220-0000-416-

Function Code

2100 - Support Services (Students)

Object Code

220 - Social Security Contributions

Allowable Use16 - Other activities necessary to
maintain LEA operations and services
and employ existing LEA staff.**Budgeted Expenditures in SFY 2021**

\$0

Budgeted Expenditures in SFY 2022

\$0

Budgeted Expenditures in SFY 2023

\$315

Budgeted Expenditures in SFY 2024

\$315

Total Expenditures

\$630

Status

Task Force Review

Line Item ID: 305-3-0044

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 NameUNEM-FAMILY ENGAGE-ESSER III-
FEDERAL**Account Number**

2-36-2100-260-0000-416-

Function Code

2100 - Support Services (Students)

Object Code

260 - Unemployment Compensation

Allowable Use16 - Other activities necessary to
maintain LEA operations and services
and employ existing LEA staff.**Budgeted Expenditures in SFY 2021**

\$0

Budgeted Expenditures in SFY 2022

\$0

Budgeted Expenditures in SFY 2023

\$6

Budgeted Expenditures in SFY 2024

\$6

Total Expenditures

\$12

Status

Task Force Review

Line Item ID: 305-3-0045

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 NameWORK COMP-FAMILY ENGAGE-ESSER
III**Account Number**

2-36-2100-270-0000-416-

Function Code

2100 - Support Services (Students)

Object Code

270 - Worker's Compensation

Allowable Use16 - Other activities necessary to
maintain LEA operations and services
and employ existing LEA staff.**Budgeted Expenditures in SFY 2021**

\$0

Budgeted Expenditures in SFY 2022

\$0

Budgeted Expenditures in SFY 2023

\$14

Budgeted Expenditures in SFY 2024

\$14

Total Expenditures

\$28

Status

Task Force Review

Line Item ID: 305-3-0046

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 NameCONTR SERV-FAMILY ENGAGE-ESSER
III**Account Number**

2-36-2100-300-0000-416-

Function Code

2100 - Support Services (Students)

Object Code300 - PURCHASED PROFESSIONAL
AND TECHNICAL SERVICES**Allowable Use**16 - Other activities necessary to
maintain LEA operations and services
and employ existing LEA staff.**Budgeted Expenditures in SFY 2021**

\$0

Budgeted Expenditures in SFY 2022

\$0

Budgeted Expenditures in SFY 2023

\$1,025

Budgeted Expenditures in SFY 2024

\$1,025

Total Expenditures

\$2,050

Status

Task Force Review

Line Item Comment from KSDE

4/19/22: Additional detail provided in narrative

Line Item ID: 305-3-0047

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

SUPL-FAMILY ENGAGE-ESSER III

Account Number

2-36-2100-610-0000-416-

Function Code

2100 - Support Services (Students)

Object Code

610 - General Supplies and Materials

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$0

Budgeted Expenditures in SFY 2023

\$24,445

Budgeted Expenditures in SFY 2024

\$24,445

Total Expenditures

\$48,890

Status

Task Force Review

Line Item Comment from KSDE

4/19/22: Additional details provided in narrative

Line Item ID: 305-3-0048

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

SUPPLIES-STUD SUPPT-PPE-ESSER III-FED

Account Number

2-36-2100-610-0000-407-65722

Function Code

2100 - Support Services (Students)

Object Code

610 - General Supplies and Materials

Allowable Use

7 - Purchasing supplies to sanitize and clean LEA and school facilities.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$0

Budgeted Expenditures in SFY 2023

\$41,000

Budgeted Expenditures in SFY 2024

\$41,000

Total Expenditures

\$82,000

Status

Task Force Review

Line Item ID: 305-3-0049

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

PD SALARIES-CERT-ESSER III-FEDERAL

Account Number

2-36-2200-110-0000-403-65730

Function Code

2200 - Support Services (Instructional Staff)

Object Code

110 - Regular Certified Salaries

Allowable Use

3 - Providing principals and other school leaders with resources to address individual school needs.

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$64,767**Budgeted Expenditures in SFY 2024** \$129,533**Total Expenditures** \$194,300**Status**

Task Force Review

Line Item Comment from KSDE

4/19/22 Additional details provided in narrative

Line Item ID: 305-3-0050

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

PD SALARIES-CLASS-ESSER III-FEDERAL

Account Number

2-36-2200-120-0000-403-

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.

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$2,250**Budgeted Expenditures in SFY 2024** \$2,250**Total Expenditures** \$4,500**Status**

Task Force Review

Line Item Comment from KSDE

4/19/22 Additional details provided in narrative

Line Item ID: 305-3-0051

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

FICA-STAFF SUPPT-ESSER III-FEDERAL

Account Number

2-36-2200-220-0000-403-

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.

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$5,123**Budgeted Expenditures in SFY 2024** \$10,077**Total Expenditures** \$15,200**Status**

Task Force Review

Line Item ID: 305-3-0052

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

UNEM-STAFF SUPPT-ESSER III-FEDERAL

Account Number

2-36-2200-260-0000-403-

Function Code

2200 - Support Services (Instructional Staff)

Object Code

260 - Unemployment Compensation

Allowable Use

3 - Providing principals and other school leaders with resources to address individual school needs.

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$68**Budgeted Expenditures in SFY 2024** \$132**Total Expenditures** \$200**Status**

Task Force Review

Line Item ID: 305-3-0053

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

WORK COMP-STAFF SUPPT-ESSER III-FEDERAL

Account Number

2-36-2200-270-0000-403-

Function Code

2200 - Support Services (Instructional Staff)

Object Code

270 - Worker's Compensation

Allowable Use

3 - Providing principals and other school leaders with resources to address individual school needs.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$0

Budgeted Expenditures in SFY 2023

\$224

Budgeted Expenditures in SFY 2024

\$438

Total Expenditures

\$662

Status

Task Force Review

Line Item ID: 305-3-0054

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

PD PURCHASED PROFESSIONAL SERVICES-ESSER III-FEDER

Account Number

2-36-2200-300-0000-403-

Function Code

2200 - Support Services (Instructional Staff)

Object Code

300 - PURCHASED PROFESSIONAL AND TECHNICAL SERVICES

Allowable Use

3 - Providing principals and other school leaders with resources to address individual school needs.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$0

Budgeted Expenditures in SFY 2023

\$60,000

Budgeted Expenditures in SFY 2024

\$120,000

Total Expenditures

\$180,000

Status

Task Force Review

Line Item Comment from KSDE

4/19/22 Additional details provided in narrative

Line Item ID: 305-3-0055

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account NamePD STAFF TRAVEL & REGISTRATIONS-
ESSER III-FEDERAL**Account Number**

2-36-2200-580-0000-403-

Function Code2200 - Support Services (Instructional
Staff)**Object Code**

580 - Staff Travel

Allowable Use3 - Providing principals and other
school leaders with resources to
address individual school needs.**Budgeted Expenditures in SFY 2021**

\$0

Budgeted Expenditures in SFY 2022

\$0

Budgeted Expenditures in SFY 2023

\$14,000

Budgeted Expenditures in SFY 2024

\$28,000

Total Expenditures

\$42,000

Status

Task Force Review

Line Item ID: 305-3-0056

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 NameCONTR SERV-STAFF WELLNESS-ESSER
III**Account Number**

2-36-2200-300-0000-410-

Function Code2200 - Support Services (Instructional
Staff)**Object Code**300 - PURCHASED PROFESSIONAL
AND TECHNICAL SERVICES**Allowable Use**10 - Providing mental health services
and supports.**Budgeted Expenditures in SFY 2021**

\$0

Budgeted Expenditures in SFY 2022

\$0

Budgeted Expenditures in SFY 2023

\$2,850

Budgeted Expenditures in SFY 2024

\$2,850

Total Expenditures

\$5,700

Status

Task Force Review

Line Item Comment from KSDE

4/19/22 Additional details provided in narrative

Line Item ID: 305-3-0057

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 NameSUPPLIES-STAFF WELLNESS-HAGE-
ESSER III**Account Number**

2-36-2200-610-0000-410-

Function Code2200 - Support Services (Instructional
Staff)**Object Code**

610 - General Supplies and Materials

Allowable Use10 - Providing mental health services
and supports.**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$27,150**Budgeted Expenditures in SFY 2024** \$27,150**Total Expenditures** \$54,300**Status**

Task Force Review

Line Item Comment from KSDE

4/19/22 Additional details provided in narrative

Line Item ID: 305-3-0058

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 NameSAL-CENTRAL SERVICES-HR-ESSER III-
FED**Account Number**

2-36-2570-110-0000-416-65770

Function Code

2590 - Central Services

Object Code

110 - Regular Certified Salaries

Allowable Use16 - Other activities necessary to
maintain LEA operations and services
and employ existing LEA staff.**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$52,295**Budgeted Expenditures in SFY 2024** \$52,295**Total Expenditures** \$104,590**Status**

Task Force Review

Line Item ID: 305-3-0059

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 NameHEALTH INS-CENTRAL SERV-HR-ESSER
III-FED**Account Number**

2-36-2570-210-0000-416-65775

Function Code

2590 - Central Services

Object Code

210 - Group Insurance

Allowable Use16 - Other activities necessary to
maintain LEA operations and services
and employ existing LEA staff.**Budgeted Expenditures in SFY 2021**

\$0

Budgeted Expenditures in SFY 2022

\$0

Budgeted Expenditures in SFY 2023

\$2,880

Budgeted Expenditures in SFY 2024

\$2,880

Total Expenditures

\$5,760

Status

Task Force Review

Line Item ID: 305-3-0060

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 NameFICA-CENTRAL SERVICES-HR-ESSER III-
FED**Account Number**

2-36-2570-220-0000-416-65776

Function Code

2590 - Central Services

Object Code

220 - Social Security Contributions

Allowable Use16 - Other activities necessary to
maintain LEA operations and services
and employ existing LEA staff.**Budgeted Expenditures in SFY 2021**

\$0

Budgeted Expenditures in SFY 2022

\$0

Budgeted Expenditures in SFY 2023

\$4,001

Budgeted Expenditures in SFY 2024

\$4,000

Total Expenditures

\$8,001

Status

Task Force Review

Line Item ID: 305-3-0061

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 NameUNEM-CENTRAL SERVICES-HR-ESSER
III-FED**Account Number**

2-36-2570-260-0000-416-65777

Function Code

2590 - Central Services

Object Code

260 - Unemployment Compensation

Allowable Use16 - Other activities necessary to
maintain LEA operations and services
and employ existing LEA staff.**Budgeted Expenditures in SFY 2021**

\$0

Budgeted Expenditures in SFY 2022

\$0

Budgeted Expenditures in SFY 2023

\$52

Budgeted Expenditures in SFY 2024

\$53

Total Expenditures

\$105

Status

Task Force Review

Line Item ID: 305-3-0062

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 NameWCMP-CENTRAL SERVICES-HR-ESSER
III-FED**Account Number**

2-36-2570-270-0000-416-65778

Function Code

2590 - Central Services

Object Code

270 - Worker's Compensation

Allowable Use16 - Other activities necessary to
maintain LEA operations and services
and employ existing LEA staff.**Budgeted Expenditures in SFY 2021**

\$0

Budgeted Expenditures in SFY 2022

\$0

Budgeted Expenditures in SFY 2023

\$173

Budgeted Expenditures in SFY 2024

\$172

Total Expenditures

\$345

Status

Task Force Review

Line Item ID: 305-3-0063

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 NameRETIRE-CENTRAL SERVICES-HR-ESSER
III-FED**Account Number**

2-36-2570-290-0000-416-65779

Function Code

2590 - Central Services

Object Code

290 - Other Employee Benefits

Allowable Use16 - Other activities necessary to
maintain LEA operations and services
and employ existing LEA staff.**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: 305-3-0064

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 NameEMPL REIMB-TUIT,LICENSE,ETC-ESSER
IIIFED**Account Number**

2-36-2570-300-0000-416-65772

Function Code

2590 - Central Services

Object Code300 - PURCHASED PROFESSIONAL
AND TECHNICAL SERVICES**Allowable Use**16 - Other activities necessary to
maintain LEA operations and services
and employ existing LEA 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\$40,000**Status**

Task Force Review

Line Item ID: 305-3-0065

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 NameCONTRACTED TRANSP SERVICES-
ESSER III-FED**Account Number**

2-36-2710-513-0000-416-65782

Function Code

2710 - Vehicle Operation

Object Code513 - Student Transportation Services
by Outside Agency or Company**Allowable Use**16 - Other activities necessary to
maintain LEA operations and services
and employ existing LEA staff.**Budgeted Expenditures in SFY 2021**

\$0

Budgeted Expenditures in SFY 2022

\$50,000

Budgeted Expenditures in SFY 2023

\$50,000

Budgeted Expenditures in SFY 2024

\$0

Total Expenditures

\$100,000**Status**

Task Force Review

Line Item ID: 305-3-0066

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 NameSAL-INSTR-CERT-RET INCENT PAY-
ESSER III**Account Number**

2-36-1000-110-0000-416-65010

Function Code

1000 - Instruction

Object Code

110 - Regular Certified Salaries

Allowable Use16 - Other activities necessary to
maintain LEA operations and services
and employ existing LEA staff.**Budgeted Expenditures in SFY 2021**

\$0

Budgeted Expenditures in SFY 2022

\$0

Budgeted Expenditures in SFY 2023

\$915,000

Budgeted Expenditures in SFY 2024

\$482,970

Total Expenditures

\$1,397,970**Status**

Task Force Review

Line Item ID: 305-3-0067

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 NameSAL-INSTR SUB-CERT-RET INC PAY-
ESSER III**Account Number**

2-36-1000-115-0000-416-65011

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.

| | |
|--|-----------------|
| Budgeted Expenditures in SFY 2021 | \$0 |
| Budgeted Expenditures in SFY 2022 | \$6,000 |
| Budgeted Expenditures in SFY 2023 | \$12,000 |
| Budgeted Expenditures in SFY 2024 | \$21,501 |
| Total Expenditures | <u>\$39,501</u> |

Status

Task Force Review

Line Item ID: 305-3-0068

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 NameSAL-INSTR-CLASS-RET INCENT PAY-
ESSER III**Account Number**

2-36-1000-120-0000-416-65013

Function Code

1000 - Instruction

Object Code

120 - Regular Non-Certified Salaries

Allowable Use16 - Other activities necessary to
maintain LEA operations and services
and employ existing LEA staff.

| | |
|--|--------------------|
| Budgeted Expenditures in SFY 2021 | \$0 |
| Budgeted Expenditures in SFY 2022 | \$0 |
| Budgeted Expenditures in SFY 2023 | \$786,623 |
| Budgeted Expenditures in SFY 2024 | \$415,207 |
| Total Expenditures | <u>\$1,201,830</u> |

Status

Task Force Review

Line Item ID: 305-3-0069

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 NameSAL-INSTR SUB-CLAS-RET INC PAY-
ESSER III**Account Number**

2-36-1000-125-0000-416-65001

Function Code

1000 - Instruction

Object Code125 - Temporary Salaries for Non-
Certified Staff**Allowable Use**16 - Other activities necessary to
maintain LEA operations and services
and employ existing LEA staff.**Budgeted Expenditures in SFY 2021**

\$0

Budgeted Expenditures in SFY 2022

\$3,750

Budgeted Expenditures in SFY 2023

\$7,500

Budgeted Expenditures in SFY 2024

\$13,438

Total Expenditures

\$24,688

Status

Task Force Review

Line Item ID: 305-3-0070

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-INSTR-RET INCENT PAY-ESSER III

Account Number

2-36-1000-220-0000-416-65016

Function Code

1000 - Instruction

Object Code

220 - Social Security Contributions

Allowable Use16 - Other activities necessary to
maintain LEA operations and services
and employ existing LEA staff.**Budgeted Expenditures in SFY 2021**

\$0

Budgeted Expenditures in SFY 2022

\$745

Budgeted Expenditures in SFY 2023

\$130,127

Budgeted Expenditures in SFY 2024

\$69,079

Total Expenditures

\$199,951

Status

Task Force Review

Line Item ID: 305-3-0071

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 NameUNEM-INSTR-RET INCENT PAY-ESSER
III**Account Number**

2-36-1000-260-0000-416-65017

Function Code

1000 - Instruction

Object Code

260 - Unemployment Compensation

Allowable Use16 - Other activities necessary to
maintain LEA operations and services
and employ existing LEA staff.**Budgeted Expenditures in SFY 2021**

\$0

Budgeted Expenditures in SFY 2022

\$10

Budgeted Expenditures in SFY 2023

\$1,701

Budgeted Expenditures in SFY 2024

\$903

Total Expenditures\$2,614**Status**

Task Force Review

Line Item ID: 305-3-0072

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 NameWCMP-INSTR-RET INCENT PAY-ESSER
III**Account Number**

2-36-1000-270-0000-416-65018

Function Code

1000 - Instruction

Object Code

270 - Worker's Compensation

Allowable Use16 - Other activities necessary to
maintain LEA operations and services
and employ existing LEA staff.**Budgeted Expenditures in SFY 2021**

\$0

Budgeted Expenditures in SFY 2022

\$30

Budgeted Expenditures in SFY 2023

\$5,615

Budgeted Expenditures in SFY 2024

\$2,980

Total Expenditures\$8,625**Status**

Task Force Review

Line Item ID: 305-3-0073

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

KPERS-INSTR-RET INCENTIVE PAY-
ESSER III

Account Number

2-36-1000-291-0000-416-65014

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.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$0

Budgeted Expenditures in SFY 2023

\$3,500

Budgeted Expenditures in SFY 2024

\$1,847

Total Expenditures

\$5,347

Status

Task Force Review

Line Item ID: 305-3-0074

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

SAL-STUD SUPT-CERT-RET INC PAY-
ESSER III

Account Number

2-36-2100-110-0000-416-65020

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.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$0

Budgeted Expenditures in SFY 2023

\$168,000

Budgeted Expenditures in SFY 2024

\$88,676

Total Expenditures

\$256,676

Status

Task Force Review

Line Item ID: 305-3-0075

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 NameSAL-STUD SUPT-CLAS-RET INC PAY-
ESSER III**Account Number**

2-36-2100-120-0000-416-65023

Function Code

2100 - Support Services (Students)

Object Code

120 - Regular Non-Certified Salaries

Allowable Use16 - Other activities necessary to
maintain LEA operations and services
and employ existing LEA staff.**Budgeted Expenditures in SFY 2021**

\$0

Budgeted Expenditures in SFY 2022

\$0

Budgeted Expenditures in SFY 2023

\$40,500

Budgeted Expenditures in SFY 2024

\$21,377

Total Expenditures

\$61,877

Status

Task Force Review

Line Item ID: 305-3-0076

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 NameFICA-STUD SUPPT-RET INCENT PAY-
ESSER III**Account Number**

2-36-2100-220-0000-416-65026

Function Code

2100 - Support Services (Students)

Object Code

220 - Social Security Contributions

Allowable Use16 - Other activities necessary to
maintain LEA operations and services
and employ existing LEA staff.**Budgeted Expenditures in SFY 2021**

\$0

Budgeted Expenditures in SFY 2022

\$0

Budgeted Expenditures in SFY 2023

\$15,721

Budgeted Expenditures in SFY 2024

\$8,298

Total Expenditures

\$24,019

Status

Task Force Review

Line Item ID: 305-3-0077

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 NameUNEM-STUD SUPPT-RET INCENT PAY-
ESSER III**Account Number**

2-36-2100-260-0000-416-65027

Function Code

2100 - Support Services (Students)

Object Code

260 - Unemployment Compensation

Allowable Use16 - Other activities necessary to
maintain LEA operations and services
and employ existing LEA staff.**Budgeted Expenditures in SFY 2021**

\$0

Budgeted Expenditures in SFY 2022

\$0

Budgeted Expenditures in SFY 2023

\$206

Budgeted Expenditures in SFY 2024

\$109

Total Expenditures

\$315**Status**

Task Force Review

Line Item ID: 305-3-0078

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 NameWCMP-STUD SUPPT-RET INCENT PAY-
ESSER III**Account Number**

2-36-2100-270-0000-416-65028

Function Code

2100 - Support Services (Students)

Object Code

270 - Worker's Compensation

Allowable Use16 - Other activities necessary to
maintain LEA operations and services
and employ existing LEA staff.**Budgeted Expenditures in SFY 2021**

\$0

Budgeted Expenditures in SFY 2022

\$0

Budgeted Expenditures in SFY 2023

\$678

Budgeted Expenditures in SFY 2024

\$358

Total Expenditures

\$1,036**Status**

Task Force Review

Line Item ID: 305-3-0079

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 NameKPERs-STUD SUPPT-RET INC PAY-
ESSER III**Account Number**

2-36-2100-291-0000-416-65024

Function Code

2100 - Support Services (Students)

Object Code

290 - Other Employee Benefits

Allowable Use16 - Other activities necessary to
maintain LEA operations and services
and employ existing LEA staff.**Budgeted Expenditures in SFY 2021**

\$0

Budgeted Expenditures in SFY 2022

\$0

Budgeted Expenditures in SFY 2023

\$0

Budgeted Expenditures in SFY 2024

\$0

Total Expenditures

\$0

Status

Task Force Review

Line Item ID: 305-3-0080

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 NameSAL-STAF SUPT-CERT-RET INC PAY-
ESSER III**Account Number**

2-36-2200-110-0000-416-65030

Function Code2200 - Support Services (Instructional
Staff)**Object Code**

110 - Regular Certified Salaries

Allowable Use16 - Other activities necessary to
maintain LEA operations and services
and employ existing LEA staff.**Budgeted Expenditures in SFY 2021**

\$0

Budgeted Expenditures in SFY 2022

\$0

Budgeted Expenditures in SFY 2023

\$46,500

Budgeted Expenditures in SFY 2024

\$24,544

Total Expenditures

\$71,044

Status

Task Force Review

Line Item ID: 305-3-0081

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

SAL-STAF SUPT-CLAS-RET INC PAY-
ESSER III

Account Number

2-36-2200-120-0000-416-65033

Function Code

2200 - Support Services (Instructional
Staff)

Object Code

120 - Regular Non-Certified Salaries

Allowable Use

16 - Other activities necessary to
maintain LEA operations and services
and employ existing LEA staff.

Budgeted Expenditures in SFY 2021 \$0

Budgeted Expenditures in SFY 2022 \$0

Budgeted Expenditures in SFY 2023 \$96,750

Budgeted Expenditures in SFY 2024 \$51,068

Total Expenditures \$147,818

Status

Task Force Review

Line Item ID: 305-3-0082

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-STAFF SUPPT-RET INC PAY-ESSER
III

Account Number

2-36-2200-220-0000-416-65036

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.

Budgeted Expenditures in SFY 2021 \$0

Budgeted Expenditures in SFY 2022 \$0

Budgeted Expenditures in SFY 2023 \$10,959

Budgeted Expenditures in SFY 2024 \$5,785

Total Expenditures \$16,744

Status

Task Force Review

Line Item ID: 305-3-0083

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 NameUNEM-STAFF SUPPT-RET INC PAY-
ESSER III**Account Number**

2-36-2200-260-0000-416-65037

Function Code2200 - Support Services (Instructional
Staff)**Object Code**

260 - Unemployment Compensation

Allowable Use16 - Other activities necessary to
maintain LEA operations and services
and employ existing LEA staff.**Budgeted Expenditures in SFY 2021**

\$0

Budgeted Expenditures in SFY 2022

\$0

Budgeted Expenditures in SFY 2023

\$143

Budgeted Expenditures in SFY 2024

\$75

Total Expenditures

\$218**Status**

Task Force Review

Line Item ID: 305-3-0084

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 NameWCMP-STAFF SUPPT-RET INC PAY-
ESSER III**Account Number**

2-36-2200-270-0000-416-65038

Function Code2200 - Support Services (Instructional
Staff)**Object Code**

270 - Worker's Compensation

Allowable Use16 - Other activities necessary to
maintain LEA operations and services
and employ existing LEA staff.**Budgeted Expenditures in SFY 2021**

\$0

Budgeted Expenditures in SFY 2022

\$0

Budgeted Expenditures in SFY 2023

\$473

Budgeted Expenditures in SFY 2024

\$250

Total Expenditures

\$723**Status**

Task Force Review

Line Item ID: 305-3-0085

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 NameKPERs-STAFF SUPPT-RET INC PAY-
ESSER III**Account Number**

2-36-2200-291-0000-416-65034

Function Code2200 - Support Services (Instructional
Staff)**Object Code**

290 - Other Employee Benefits

Allowable Use16 - Other activities necessary to
maintain LEA operations and services
and employ existing LEA staff.**Budgeted Expenditures in SFY 2021**

\$0

Budgeted Expenditures in SFY 2022

\$0

Budgeted Expenditures in SFY 2023

\$300

Budgeted Expenditures in SFY 2024

\$158

Total Expenditures\$458**Status**

Task Force Review

Line Item ID: 305-3-0086

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 NameSAL-GEN ADMIN-CERT-RET INC PAY-
ESSER III**Account Number**

2-36-2300-110-0000-416-65040

Function Code2300 - Support Services (General
Administration)**Object Code**

110 - Regular Certified Salaries

Allowable Use16 - Other activities necessary to
maintain LEA operations and services
and employ existing LEA staff.**Budgeted Expenditures in SFY 2021**

\$0

Budgeted Expenditures in SFY 2022

\$0

Budgeted Expenditures in SFY 2023

\$3,000

Budgeted Expenditures in SFY 2024

\$1,584

Total Expenditures\$4,584**Status**

Task Force Review

Line Item ID: 305-3-0087

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 NameSAL-GEN ADMN-CLASS-RET INC PAY-
ESSER III**Account Number**

2-36-2300-120-0000-416-65043

Function Code2300 - Support Services (General
Administration)**Object Code**

120 - Regular Non-Certified Salaries

Allowable Use16 - Other activities necessary to
maintain LEA operations and services
and employ existing LEA staff.**Budgeted Expenditures in SFY 2021**

\$0

Budgeted Expenditures in SFY 2022

\$0

Budgeted Expenditures in SFY 2023

\$18,000

Budgeted Expenditures in SFY 2024

\$9,501

Total Expenditures\$27,501**Status**

Task Force Review

Line Item ID: 305-3-0088

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 NameFICA-GEN ADMN-RET INCENT PAY-
ESSER III**Account Number**

2-36-2300-220-0000-416-65046

Function Code2300 - Support Services (General
Administration)**Object Code**

220 - Social Security Contributions

Allowable Use16 - Other activities necessary to
maintain LEA operations and services
and employ existing LEA staff.**Budgeted Expenditures in SFY 2021**

\$0

Budgeted Expenditures in SFY 2022

\$0

Budgeted Expenditures in SFY 2023

\$1,607

Budgeted Expenditures in SFY 2024

\$848

Total Expenditures\$2,455**Status**

Task Force Review

Line Item ID: 305-3-0089

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 NameUNEM-GEN ADMN-RET INCENT PAY-
ESSER III**Account Number**

2-36-2300-260-0000-416-65047

Function Code2300 - Support Services (General
Administration)**Object Code**

260 - Unemployment Compensation

Allowable Use16 - Other activities necessary to
maintain LEA operations and services
and employ existing LEA staff.**Budgeted Expenditures in SFY 2021**

\$0

Budgeted Expenditures in SFY 2022

\$0

Budgeted Expenditures in SFY 2023

\$21

Budgeted Expenditures in SFY 2024

\$11

Total Expenditures\$32**Status**

Task Force Review

Line Item ID: 305-3-0090

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 NameWCMP-GEN ADMN-RET INCENT PAY-
ESSER III**Account Number**

2-36-2300-270-0000-416-65048

Function Code2300 - Support Services (General
Administration)**Object Code**

270 - Worker's Compensation

Allowable Use16 - Other activities necessary to
maintain LEA operations and services
and employ existing LEA staff.**Budgeted Expenditures in SFY 2021**

\$0

Budgeted Expenditures in SFY 2022

\$0

Budgeted Expenditures in SFY 2023

\$69

Budgeted Expenditures in SFY 2024

\$36

Total Expenditures\$105**Status**

Task Force Review

Line Item ID: 305-3-0091

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 NameKPRS-GEN ADMN-RET INC PAY-ESSER
III-FED**Account Number**

2-36-2300-291-0000-416-65044

Function Code2300 - Support Services (General
Administration)**Object Code**

290 - Other Employee Benefits

Allowable Use16 - Other activities necessary to
maintain LEA operations and services
and employ existing LEA staff.**Budgeted Expenditures in SFY 2021**

\$0

Budgeted Expenditures in SFY 2022

\$0

Budgeted Expenditures in SFY 2023

\$70

Budgeted Expenditures in SFY 2024

\$37

Total Expenditures

\$107

Status

Task Force Review

Line Item ID: 305-3-0092

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 NameSAL-SCHL ADMN-CERT-RET INC PAY-
ESSER III**Account Number**

2-36-2400-110-0000-416-65050

Function Code2400 - Support Services (School
Administration)**Object Code**

110 - Regular Certified Salaries

Allowable Use16 - Other activities necessary to
maintain LEA operations and services
and employ existing LEA staff.**Budgeted Expenditures in SFY 2021**

\$0

Budgeted Expenditures in SFY 2022

\$0

Budgeted Expenditures in SFY 2023

\$34,500

Budgeted Expenditures in SFY 2024

\$18,210

Total Expenditures

\$52,710

Status

Task Force Review

Line Item ID: 305-3-0093

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 NameSAL-SCHL ADMN-CLAS-RET INC PAY-
ESSER III**Account Number**

2-36-2400-120-0000-416-65053

Function Code2400 - Support Services (School
Administration)**Object Code**

120 - Regular Non-Certified Salaries

Allowable Use16 - Other activities necessary to
maintain LEA operations and services
and employ existing LEA staff.**Budgeted Expenditures in SFY 2021**

\$0

Budgeted Expenditures in SFY 2022

\$0

Budgeted Expenditures in SFY 2023

\$30,000

Budgeted Expenditures in SFY 2024

\$15,835

Total Expenditures\$45,835**Status**

Task Force Review

Line Item ID: 305-3-0094

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 NameFICA-SCHL ADMN-RET INCENT PAY-
ESSER III**Account Number**

2-36-2400-220-0000-416-65056

Function Code2400 - Support Services (School
Administration)**Object Code**

220 - Social Security Contributions

Allowable Use16 - Other activities necessary to
maintain LEA operations and services
and employ existing LEA staff.**Budgeted Expenditures in SFY 2021**

\$0

Budgeted Expenditures in SFY 2022

\$0

Budgeted Expenditures in SFY 2023

\$4,934

Budgeted Expenditures in SFY 2024

\$2,604

Total Expenditures\$7,538**Status**

Task Force Review

Line Item ID: 305-3-0095

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 NameUNEM-SCHL ADMN-RET INCENT PAY-
ESSER III**Account Number**

2-36-2400-260-0000-416-65057

Function Code2400 - Support Services (School
Administration)**Object Code**

260 - Unemployment Compensation

Allowable Use16 - Other activities necessary to
maintain LEA operations and services
and employ existing LEA staff.**Budgeted Expenditures in SFY 2021**

\$0

Budgeted Expenditures in SFY 2022

\$0

Budgeted Expenditures in SFY 2023

\$65

Budgeted Expenditures in SFY 2024

\$34

Total Expenditures

\$99

Status

Task Force Review

Line Item ID: 305-3-0096

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 NameWCMP-SCHL ADMN-RET INCENT PAY-
ESSER III**Account Number**

2-36-2400-270-0000-416-65058

Function Code2400 - Support Services (School
Administration)**Object Code**

270 - Worker's Compensation

Allowable Use16 - Other activities necessary to
maintain LEA operations and services
and employ existing LEA staff.**Budgeted Expenditures in SFY 2021**

\$0

Budgeted Expenditures in SFY 2022

\$0

Budgeted Expenditures in SFY 2023

\$213

Budgeted Expenditures in SFY 2024

\$112

Total Expenditures

\$325

Status

Task Force Review

Line Item ID: 305-3-0097

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 NameKPERS-SCHL ADMN-RET INC PAY-
ESSER III**Account Number**

2-36-2400-291-0000-416-65054

Function Code2400 - Support Services (School
Administration)**Object Code**

290 - Other Employee Benefits

Allowable Use16 - Other activities necessary to
maintain LEA operations and services
and employ existing LEA staff.**Budgeted Expenditures in SFY 2021**

\$0

Budgeted Expenditures in SFY 2022

\$0

Budgeted Expenditures in SFY 2023

\$0

Budgeted Expenditures in SFY 2024

\$0

Total Expenditures

\$0

Status

Task Force Review

Line Item ID: 305-3-0098

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 NameSAL-CENTRAL SERV-RET INC PAY-
ESSER III**Account Number**

2-36-2500-120-0000-416-65063

Function Code

2500 - Central Services

Object Code

120 - Regular Non-Certified Salaries

Allowable Use16 - Other activities necessary to
maintain LEA operations and services
and employ existing LEA staff.**Budgeted Expenditures in SFY 2021**

\$0

Budgeted Expenditures in SFY 2022

\$0

Budgeted Expenditures in SFY 2023

\$52,500

Budgeted Expenditures in SFY 2024

\$27,711

Total Expenditures

\$80,211

Status

Task Force Review

Line Item ID: 305-3-0099

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 NameFICA-CENTRAL SERV-RET INC PAY-
ESSER III**Account Number**

2-36-2500-220-0000-416-65066

Function Code

2500 - Central Services

Object Code

220 - Social Security Contributions

Allowable Use16 - Other activities necessary to
maintain LEA operations and services
and employ existing LEA staff.**Budgeted Expenditures in SFY 2021**

\$0

Budgeted Expenditures in SFY 2022

\$0

Budgeted Expenditures in SFY 2023

\$4,016

Budgeted Expenditures in SFY 2024

\$2,120

Total Expenditures

\$6,136

Status

Task Force Review

Line Item ID: 305-3-0100

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 NameUNEM-CENTRAL SERV-RET INC PAY-
ESSER III**Account Number**

2-36-2500-260-0000-416-65067

Function Code

2500 - Central Services

Object Code

260 - Unemployment Compensation

Allowable Use16 - Other activities necessary to
maintain LEA operations and services
and employ existing LEA staff.**Budgeted Expenditures in SFY 2021**

\$0

Budgeted Expenditures in SFY 2022

\$0

Budgeted Expenditures in SFY 2023

\$53

Budgeted Expenditures in SFY 2024

\$28

Total Expenditures

\$81

Status

Task Force Review

Line Item ID: 305-3-0101

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 NameWCMP-CENTRAL SERV-RET INC PAY-
ESSER III**Account Number**

2-36-2500-270-0000-416-65068

Function Code

2500 - Central Services

Object Code

270 - Worker's Compensation

Allowable Use16 - Other activities necessary to
maintain LEA operations and services
and employ existing LEA staff.**Budgeted Expenditures in SFY 2021**

\$0

Budgeted Expenditures in SFY 2022

\$0

Budgeted Expenditures in SFY 2023

\$173

Budgeted Expenditures in SFY 2024

\$91

Total Expenditures

\$264

Status

Task Force Review

Line Item ID: 305-3-0102

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 NameKPERS-CENTRAL SERV-RET INC PAY-
ESSER III**Account Number**

2-36-2500-291-0000-416-65064

Function Code

2500 - Central Services

Object Code

290 - Other Employee Benefits

Allowable Use16 - Other activities necessary to
maintain LEA operations and services
and employ existing LEA staff.**Budgeted Expenditures in SFY 2021**

\$0

Budgeted Expenditures in SFY 2022

\$0

Budgeted Expenditures in SFY 2023

\$0

Budgeted Expenditures in SFY 2024

\$0

Total Expenditures

\$0

Status

Task Force Review

Line Item ID: 305-3-0103

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 NameSAL-OPER/MAINT-RET INCENT PAY-
ESSER III**Account Number**

2-36-2600-120-0000-416-65073

Function Code2600 - Operation and Maintenance of
Plant Services (All except
Transportation)**Object Code**

120 - Regular Non-Certified Salaries

Allowable Use16 - Other activities necessary to
maintain LEA operations and services
and employ existing LEA staff.**Budgeted Expenditures in SFY 2021**

\$0

Budgeted Expenditures in SFY 2022

\$0

Budgeted Expenditures in SFY 2023

\$136,500

Budgeted Expenditures in SFY 2024

\$72,049

Total Expenditures\$208,549**Status**

Task Force Review

Line Item ID: 305-3-0104

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 NameSAL-OPER/MAINT SUB-RET INC PAY-
ESSER III**Account Number**

2-36-2600-125-0000-416-65761

Function Code2600 - Operation and Maintenance of
Plant Services (All except
Transportation)**Object Code**125 - Temporary Salaries for Non-
Certified Staff**Allowable Use**16 - Other activities necessary to
maintain LEA operations and services
and employ existing LEA staff.**Budgeted Expenditures in SFY 2021**

\$0

Budgeted Expenditures in SFY 2022

\$500

Budgeted Expenditures in SFY 2023

\$1,000

Budgeted Expenditures in SFY 2024

\$1,792

Total Expenditures\$3,292**Status**

Task Force Review

Line Item ID: 305-3-0105

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 NameFICA-OPER/MAINT-RET INCENT PAY-
ESSER III**Account Number**

2-36-2600-220-0000-416-65076

Function Code2600 - Operation and Maintenance of
Plant Services (All except
Transportation)**Object Code**

220 - Social Security Contributions

Allowable Use16 - Other activities necessary to
maintain LEA operations and services
and employ existing LEA staff.**Budgeted Expenditures in SFY 2021**

\$0

Budgeted Expenditures in SFY 2022

\$35

Budgeted Expenditures in SFY 2023

\$10,407

Budgeted Expenditures in SFY 2024

\$5,512

Total Expenditures

\$15,954

Status

Task Force Review

Line Item ID: 305-3-0106

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 NameUNEM-OPER/MAINT-RET INCENT PAY-
ESSER III**Account Number**

2-36-2600-260-0000-416-65077

Function Code2600 - Operation and Maintenance of
Plant Services (All except
Transportation)**Object Code**

260 - Unemployment Compensation

Allowable Use16 - Other activities necessary to
maintain LEA operations and services
and employ existing LEA staff.**Budgeted Expenditures in SFY 2021**

\$0

Budgeted Expenditures in SFY 2022

\$5

Budgeted Expenditures in SFY 2023

\$132

Budgeted Expenditures in SFY 2024

\$72

Total Expenditures

\$209

Status

Task Force Review

Line Item ID: 305-3-0107

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 NameWCMP-OPER/MAINT-RET INCENT PAY-
ESSER III**Account Number**

2-36-2600-270-0000-416-65078

Function Code2600 - Operation and Maintenance of
Plant Services (All except
Transportation)**Object Code**

270 - Worker's Compensation

Allowable Use16 - Other activities necessary to
maintain LEA operations and services
and employ existing LEA staff.**Budgeted Expenditures in SFY 2021**

\$0

Budgeted Expenditures in SFY 2022

\$15

Budgeted Expenditures in SFY 2023

\$1,485

Budgeted Expenditures in SFY 2024

\$792

Total Expenditures\$2,292**Status**

Task Force Review

Line Item ID: 305-3-0108

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 NameKPERs-OPER/MAINT-RET INC PAY-
ESSER III**Account Number**

2-36-2600-291-0000-416-65074

Function Code2600 - Operation and Maintenance of
Plant Services (All except
Transportation)**Object Code**

290 - Other Employee Benefits

Allowable Use16 - Other activities necessary to
maintain LEA operations and services
and employ existing LEA staff.**Budgeted Expenditures in SFY 2021**

\$0

Budgeted Expenditures in SFY 2022

\$0

Budgeted Expenditures in SFY 2023

\$0

Budgeted Expenditures in SFY 2024

\$0

Total Expenditures\$0**Status**

Task Force Review

Line Item ID: 305-3-0109

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

SAL-FNS-RET INCENTIVE PAY-ESSER III

Account Number

2-36-3100-120-0000-416-65083

Function Code

3100 - Food Service Operations

Object Code

120 - Regular Non-Certified Salaries

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$164,250**Budgeted Expenditures in SFY 2024** \$116,697**Total Expenditures** \$280,947**Status**

Task Force Review

Line Item ID: 305-3-0110

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 NameSAL-FNS SUB-RET INCENTIVE PAY-
ESSER III**Account Number**

2-36-3100-125-0000-416-65771

Function Code

3100 - Food Service Operations

Object Code125 - Temporary Salaries for Non-
Certified Staff**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$750**Budgeted Expenditures in SFY 2023** \$2,250**Budgeted Expenditures in SFY 2024** \$3,584**Total Expenditures** \$6,584**Status**

Task Force Review

Line Item ID: 305-3-0111

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-FNS-RET INCENTIVE PAY-ESSER III

Account Number

2-36-3100-220-0000-416-65086

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.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$50

Budgeted Expenditures in SFY 2023

\$11,368

Budgeted Expenditures in SFY 2024

\$6,027

Total Expenditures

\$17,445

Status

Task Force Review

Line Item ID: 305-3-0112

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

UNEM-FNS-RET INCENTIVE PAY-ESSER III

Account Number

2-36-3100-260-0000-416-65087

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.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$7

Budgeted Expenditures in SFY 2023

\$142

Budgeted Expenditures in SFY 2024

\$79

Total Expenditures

\$228

Status

Task Force Review

Line Item ID: 305-3-0113

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 NameWCMP-FNS-RET INCENTIVE PAY-ESSER
III**Account Number**

2-36-3100-270-0000-416-65088

Function Code

3100 - Food Service Operations

Object Code

270 - Worker's Compensation

Allowable Use16 - Other activities necessary to
maintain LEA operations and services
and employ existing LEA staff.**Budgeted Expenditures in SFY 2021**

\$0

Budgeted Expenditures in SFY 2022

\$15

Budgeted Expenditures in SFY 2023

\$1,485

Budgeted Expenditures in SFY 2024

\$792

Total Expenditures\$2,292**Status**

Task Force Review

Line Item ID: 305-3-0114

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 NameKPERs-FNS-RET INCENTIVE PAY-ESSER
III**Account Number**

2-36-3100-291-0000-416-65084

Function Code

3100 - Food Service Operations

Object Code

290 - Other Employee Benefits

Allowable Use16 - Other activities necessary to
maintain LEA operations and services
and employ existing LEA staff.**Budgeted Expenditures in SFY 2021**

\$0

Budgeted Expenditures in SFY 2022

\$0

Budgeted Expenditures in SFY 2023

\$200

Budgeted Expenditures in SFY 2024

\$106

Total Expenditures\$306**Status**

Task Force Review

ESSER III APPLICATION FOR D0367

Status

Task Force Review

KSDE Application Comments

Stakeholder Engagement Feedback -

For Civil Rights Organizations - Please explain specifically which individuals were chosen and how were they selected.

For the Student subgroups - same comment as above

Please be sure to save your comments for each stakeholder narrative.

KSDE has not confirmed the ESEA Evidence level for 20% set aside activities. Each district is responsible for documenting the evidence base and verifying that it meets the Evidence Based criteria as defined in ESEA. Please retain a link to the evidence that you are basing this on and which tiers of evidence it meets for future monitoring. Please see this link for more details <https://ies.ed.gov/ncee/wwc/essa>

Current Directory Information

District

Osawatomie

Address

1200 Trojan Dr, Osawatomie, KS 660641696

Mail Address

1200 Trojan Dr, Osawatomie, KS 660641696

Superintendent Name

Justin Burchett

Superintendent E-mail Address

burchett@usd367.org

Superintendent Phone Number

(913) 755-4172

Authorized Representative of the District Information

| <u>Name</u> | <u>Position of Title</u> | <u>E-mail Address</u> | <u>Phone Number</u> |
|--------------------|---------------------------------|------------------------------|----------------------------|
| Justin Burchett | Superintendent | burchett@usd367.org | (913) 755-4172 |

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.usd367.org/district/covid-dashboard>

Use of Funds for CDC Guidance

How will the funds be used to implement prevention and mitigation strategies that are, to the greatest extent practicable, consistent with the most recent CDC guidance on reopening schools, in order to continuously and safely open and operate schools for in-person learning?

When considering strategies to provide a safe learning environment, the district has identified the following areas of ESSER funding need:

Providing additional and or alternative seating to allow for social distancing to be increased in the district's classrooms.

Providing additional staff, either through new hires or authorized overtime, to provide for a more robust cleaning protocol in the district's buildings.

Partnering with the Kansas Department of Health and Environment to implement a rapid antigen testing program for district staff and students.

Additionally, the district will use General Fund and Capital Outlay funds to improve upon the indoor air quality of 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

In developing the district's ESSER plan, district staff conducted a survey with secondary students to determine their highest levels of need for pandemic related instruction and support. Each English classroom teacher introduced the survey, described the purpose of the survey, answered questions regarding the supports, and facilitated the completion for the survey. All Osawatomie High School and Osawatomie Middle School students were invited to complete the survey. Thirty-eight percent of the middle school students completed and survey and nineteen percent of the high school students completed the survey.

The following supports received the most interest from our students:

Additional instructional material and resources (software, textbooks, curriculum, etc.).

Decreased class size to allow for more personalized instruction.

Expanded outside social and emotional/mental health services.

Our ESSER plan takes these recommendations into consideration.

Families

In developing the district's ESSER plan, district staff conducted a survey with all district families to determine their highest levels of need for pandemic related instruction and support. The district used its student management system to text every parent a link to the survey and also email parents a message sharing the purpose and importance of the survey. The survey was also shared via the district's social media outlets and website.

The following supports received the most interest from our parents/guardians:

Additional instructional material and resources (software, textbooks, curriculum, etc.).

Additional personnel support for academic intervention.

Additional behavioral support and interventions.

Our ESSER plan takes these recommendations into consideration.

School and District Administrators including Special Education Administration

After the district's survey was completed, the district administration team met to review the survey data and prioritize the district's needs. Additionally, the East Central Kansas Special Education Cooperative's governing board met to prioritize the needs of its member districts and students. Both groups have continued to meet monthly to review the needs of the district's students, staffs, and community.

As a result of these consultations, the following areas have been identified as the most important to address:

Additional instructional materials and resources (targeted to primarily address learning loss).

Additional personnel support for academic intervention (including additional SPED personnel).

Decreased class size to provide for more personalized instruction.

These areas were then presented to the Board of Education as the areas of greatest need.

Teachers, Principals, School leaders, other Educators, School Staff and their Unions

In developing the district's ESSER plan, district staff conducted a survey with all district staff to determine their highest levels of need for pandemic related instruction and support. The district used its internal email system to share a message sharing the purpose and importance of the survey with all staff. The survey was also shared via the district's social media outlets and website.

The following supports received the most interest from our staff:

- Additional behavioral support and interventions.
- Additional personnel support for academic intervention.
- Decreased class size to allow for more personalized instruction.

Our ESSER plan takes these recommendations into consideration.

Tribes

The district initially collaborated with the Miami County Economic Development Director to determine if representatives of local Indian Tribes were available to provide feedback on the district's ESSER III plan. After failing to find suitable representation, the district used its student management system to identify students who identify as Native American. These students and their families were then provided with a survey to determine their needs. Three district students and their parents were surveyed to determine their needs.

The following supports received the most interest from this group:

- Additional instructional materials and resources (targeted to primarily address learning loss).
- Additional personnel support for academic intervention (including additional SPED personnel).
- Decreased class size to provide for more personalized instruction.

Our ESSER plan takes these recommendations into consideration.

Civil Rights Organization including Disability Rights Organizations

The district collaborated with the Miami County Economic Development Director and KSDE to identify regional and state level personnel who could provide feedback to the district for the district's ESSER III plan. A group of local, regional and state level organizations, who represent children who are minorities, disabled, experiencing homelessness, placed in foster care, or a member of an underserved student subset, were identified and their input was solicited via the district's ESSER III survey. These organizations represented: ACLU of Kansas, NAACP Chapter of Topeka, El Centro Inc., TFI Family Services, United Way of Miami County, Elizabeth Layton Center, Osawatomie State Hospital Citizens Advisory Board, Friends of the Mentally III Foundation, Inc..

The district received responses from El Centro Inc., TFI Family Services, United Way of Miami County, Elizabeth Layton Center, Osawatomie State Hospital Citizens Advisory Board, Friends of the Mentally III Foundation, Inc.. The ACLU of Kansas responded but stated they cannot comment on the request for information on how the district should best allocated the funds. No response was received from the NAACP Chapter of Topeka.

The following supports received the most interest from this group:

- Additional behavioral support and interventions
- Additional personnel support for academic intervention (including additional SPED personnel)
- Decreased class size to provide for more personalized instruction

Our ESSER plan takes these recommendations into consideration.

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 collaborated with the Miami County Economic Development Director and KSDE to identify regional and state level personnel who could provide feedback to the district for the district's ESSER III plan. A group of local, regional and state level organizations, who represent children who are minorities, disabled, experiencing homelessness, placed in foster care, or a member of an underserved student subset, were identified and their input was solicited via the district's ESSER III survey. These organizations represented: ACLU of Kansas, NAACP Chapter of Topeka, El Centro Inc., TFI Family Services, United Way of Miami County, Elizabeth Layton Center, Osawatomie State Hospital Citizens Advisory Board, Friends of the Mentally Ill Foundation, Inc..

The district received responses from El Centro Inc., TFI Family Services, United Way of Miami County, Elizabeth Layton Center, Osawatomie State Hospital Citizens Advisory Board, Friends of the Mentally Ill Foundation, Inc.. The ACLU of Kansas responded but stated they cannot comment on the request for information on how the district should best allocated the funds. No response was received from the NAACP Chapter of Topeka.

The following supports received the most interest from this group:

Additional behavioral support and interventions
Additional personnel support for academic intervention (including additional SPED personnel)
Decreased class size to provide for more personalized instruction

Our ESSER plan takes these recommendations into consideration.

Provide the public the opportunity to provide input and take such input into account

In developing the district's ESSER plan, district staff conducted a survey with the community as a whole to determine the highest levels of need for pandemic related instruction and support. The district used social media presence to share the purpose and value of the survey to the community as a whole. Additionally, the district distributed, via email, a survey link to all parents and guardians in the district's student management system.

The following supports received the most interest from our community stakeholders:

Additional instructional material and resources (software, textbooks, curriculum, etc.).
Additional personnel support for academic intervention.
Additional behavioral support and interventions.

Our ESSER plan takes these recommendations into consideration.

Use of Funds for Learning Loss Set Aside and The Rest of The Allocation

Please briefly describe the impacts of COVID-19 on the district and its Pre-K through 12 students, including any relevant data where possible (e.g., cost impact, learning loss, emotional impact on students). If there has been a disproportionate impact on a special population in the district (e.g., students with disabilities, English Learners, students in foster care, students in poverty, etc.), please describe the impact and provide the number of Pre-K through 12 students in that population.

USD 367 schools remained in-person for the entirety of the 2020-2021 school year. To date, the district has been able to operate fully in person for the 2021-2022 school year. Over the past two years, the district has observed the following impacts from COVID-19:

- 1) An increase in student absenteeism, due to isolations of positive students, quarantines of exposed students, fear of exposure for high risk students and the lingering impact of 2019-2020 school year closures. This decrease in student attendance has been most pronounced during this school year, as a 3% decrease in student attendance has been recorded to date. These attendance declines can be tied to the number of students directly impacted by COVID-19. During the 2020-2021 school year, 6% of students tested positive for COVID-19. To date, this percentage increased to 20% of students testing positive during the 2021-2022 school year.
- 2) An decrease in the academic performance of students, specifically those who chose to utilize remote learning during the 2020-2021 school year. In this subset of students, 20% of the student population, who started the 2020-2021 school year in a remote setting, 67% of middle school students and 87% of high school students saw their grade point averages decline from the previous semester.
- 3) An increase in the number of student utilizing the district's alternative and virtual programs.
- 3) An increase in the number of staff absent due to isolation and quarantines. Similar to the numbers reported above for students, a significant percentage of staff members, 21% in the 2020-2021 school year and 32% to date in the 2021-2022 school year, have tested positive for COVID-19.
- 4) An increase in the number of PreK students who are enrolling behind in development milestones that PreK students have traditionally achieved. This has led to an increase in the number of students being retained in early grade levels.
- 5) A decrease in the number of enrolled students in the school district. Over the past two school years, the district has observed a decrease in headcount by 102 students, from 1120 students to 1018 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 district has identified approximately 45% of its ESSER III award, and a significant portion of previous awards, to fund staff and programs designed to address student learning loss. The following specific programs will be implemented:

- 1) Extending current or implementing new summer learning and enrichment opportunities for students in all grade levels.
- 2) Fully funding an after school program director to allow for academic intervention during the district's existing after school program.
- 3) Funding additional intervention staff (both academic and social/emotion/wellness) and intervention programming to provide tiered intervention using the district's MTSS intervention program.
- 4) Expanding three and four year old at-risk preschool staff to allow for decreased class size in early childhood classrooms.

How the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act?

The district will use the remaining portion of its ESSER III allocation to address the following identified needs:

- 1) Retention pay program for all staff that is designed to retain current staff, especially classified staff, in an environment of wage inflation and high employment.
- 2) Providing for additional custodial and maintenance staff, including overtime hours of current staff, and cleaning supplies to address the additional cleaning needs of the buildings during the COVID-19 pandemic.
- 3) Providing hardware and software for streaming of district events during the COVID-19 pandemic.
- 4) A program to limit class size increases due to the decrease in student enrollment cause by the COVID-19 pandemic. The district has made a conscious choice not to reduce instructional staff, as this would increase class sizes during a period of increased need for personalized learning to address the learning loss that has been observed. Therefore the district has identified using ESSER funds to maintain current class sizes, by refilling open elementary classroom and core secondary instruction positions. Without the usage of ESSER funds, these positions would be left open and class sizes would increase by approximately 33%.

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 utilizes a multi-tiered system of support for all district students. Through the MTSS process, each student's attendance, behavioral, cognitive and social emotional needs are regularly screened. Through the screening process students who need intervention, beyond core, Tier I intervention, are identified and paired with Tier II/III interventions. This process allows the district to ensure that student groups who were disproportionately impacted by the COVID-19 pandemic are identified and necessary interventions are implemented to meet their individual and collective needs.

Allocations

| | Direct Allocation | True Up Allocation | Total Allocation | | 20% Minimum |
|-----------------------|-------------------|--------------------|------------------|-----------------------|-------------|
| ESSER III Allocations | \$2,144,834 | \$0 | \$2,144,834 | ESSER III Allocations | \$428,967 |
| Approved Total | \$0 | \$0 | \$0 | Approved Total | \$0 |
| Amount Left | \$2,144,834 | \$0 | \$2,144,834 | Amount Still Needed | \$428,967 |
| In Review Total | \$2,144,834 | \$0 | \$2,144,834 | In Review Total | \$934,789 |
| 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 |
|------------|-----------------|---------------|---------------|-------------|---------------|--------------------|-------------------|
| 367-3-0001 | Direct | True | 1000 | 110 | 12 | \$11,700 | Task Force Review |
| 367-3-0002 | Direct | True | 1000 | 220 | 12 | \$900 | Task Force Review |
| 367-3-0003 | Direct | True | 1000 | 110 | 11A | \$18,295 | Task Force Review |
| 367-3-0004 | Direct | True | 1000 | 220 | 11A | \$1,400 | Task Force Review |
| 367-3-0005 | Direct | True | 1000 | 120 | 11A | \$11,305 | Task Force Review |
| 367-3-0006 | Direct | True | 1000 | 220 | 11A | \$866 | Task Force Review |
| 367-3-0007 | Direct | True | 1000 | 110 | 12 | \$132,630 | Task Force Review |
| 367-3-0008 | Direct | True | 1000 | 220 | 12 | \$10,145 | Task Force Review |
| 367-3-0009 | Direct | True | 1000 | 213 | 12 | \$17,280 | Task Force Review |
| 367-3-0010 | Direct | True | 1000 | 110 | 12 | \$200,529 | Task Force Review |
| 367-3-0011 | Direct | True | 1000 | 220 | 12 | \$15,339 | Task Force Review |
| 367-3-0012 | Direct | True | 1000 | 213 | 12 | \$17,280 | Task Force Review |
| 367-3-0013 | Direct | True | 1000 | 600 | 9 | \$49,868 | Task Force Review |
| 367-3-0014 | Direct | True | 1000 | 600 | 9 | \$28,500 | Task Force Review |
| 367-3-0015 | Direct | True | 1000 | 110 | 11B | \$102,612 | Task Force Review |
| 367-3-0016 | Direct | True | 1000 | 220 | 11B | \$7,849 | Task Force Review |
| 367-3-0017 | Direct | True | 1000 | 213 | 11B | \$11,520 | Task Force Review |
| 367-3-0018 | Direct | True | 1000 | 110 | 11A | \$71,208 | Task Force Review |
| 367-3-0019 | Direct | True | 1000 | 220 | 11A | \$5,447 | Task Force Review |
| 367-3-0020 | Direct | True | 1000 | 120 | 11A | \$23,390 | Task Force Review |
| 367-3-0021 | Direct | True | 1000 | 220 | 11A | \$1,789 | Task Force Review |
| 367-3-0022 | Direct | True | 2400 | 110 | 11A | \$45,680 | Task Force Review |
| 367-3-0023 | Direct | True | 2400 | 220 | 11A | \$3,494 | Task Force Review |
| 367-3-0024 | Direct | True | 2400 | 120 | 11A | \$12,667 | Task Force Review |
| 367-3-0025 | Direct | True | 2400 | 220 | 11A | \$969 | Task Force Review |
| 367-3-0026 | Direct | True | 2710 | 120 | 11A | \$20,160 | Task Force Review |
| 367-3-0027 | Direct | True | 2710 | 220 | 11A | \$1,542 | Task Force Review |
| 367-3-0028 | Direct | True | 2710 | 626 | 11A | \$3,000 | Task Force Review |
| 367-3-0029 | Direct | True | 1000 | 110 | 12 | \$89,090 | Task Force Review |
| 367-3-0030 | Direct | True | 1000 | 220 | 12 | \$6,815 | Task Force Review |

| | | | | | | | |
|------------|--------|-------|------|-----|----|-----------|-------------------|
| 367-3-0031 | Direct | True | 1000 | 213 | 12 | \$11,520 | Task Force Review |
| 367-3-0032 | Direct | False | 1000 | 110 | 16 | \$44,000 | Task Force Review |
| 367-3-0033 | Direct | False | 1000 | 220 | 16 | \$3,366 | Task Force Review |
| 367-3-0034 | Direct | False | 1000 | 120 | 16 | \$40,500 | Task Force Review |
| 367-3-0035 | Direct | False | 1000 | 220 | 16 | \$3,098 | Task Force Review |
| 367-3-0036 | Direct | False | 2600 | 120 | 15 | \$90,500 | Task Force Review |
| 367-3-0037 | Direct | False | 2600 | 220 | 15 | \$6,923 | Task Force Review |
| 367-3-0038 | Direct | False | 2600 | 213 | 15 | \$14,880 | Task Force Review |
| 367-3-0040 | Direct | False | 1000 | 600 | 15 | \$10,812 | Task Force Review |
| 367-3-0041 | Direct | False | 2601 | 700 | 15 | \$23,093 | Task Force Review |
| 367-3-0042 | Direct | False | 1000 | 110 | 16 | \$543,964 | Task Force Review |
| 367-3-0043 | Direct | False | 1000 | 220 | 16 | \$40,083 | Task Force Review |
| 367-3-0044 | Direct | False | 1000 | 120 | 16 | \$69,120 | Task Force Review |
| 367-3-0045 | Direct | False | 1000 | 110 | 16 | \$131,001 | Task Force Review |
| 367-3-0046 | Direct | False | 1000 | 220 | 16 | \$10,021 | Task Force Review |
| 367-3-0047 | Direct | False | 1000 | 120 | 16 | \$17,280 | Task Force Review |
| 367-3-0048 | Direct | False | 1000 | 110 | 16 | \$133,882 | Task Force Review |
| 367-3-0049 | Direct | False | 1000 | 220 | 16 | \$10,242 | Task Force Review |
| 367-3-0050 | Direct | False | 1000 | 120 | 16 | \$17,280 | Task Force Review |

Line Item Details

Line Item ID: 367-3-0001

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

At Risk K-12 Certified Salary

Account Number

13 E 1000 110 0000 000

Function Code

1000 - Instruction

Object Code

110 - Regular Certified Salaries

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$3,800

Budgeted Expenditures in SFY 2023

\$3,900

Budgeted Expenditures in SFY 2024

\$4,000

Total Expenditures

\$11,700

Status

Task Force Review

Line Item Comment from KSDE

Per narrative, An decrease in the academic performance of students, specifically those who chose to utilize remote learning during the 2020-2021 school year. In this subset of students, 20% of the student population, who started the 2020-2021 school year in a remote setting, 67% of middle school students and 87% of high school students saw their grade point averages decline from the previous semester.

Line Item ID: 367-3-0002

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

Soc Security At Risk K-12

Account Number

13 E 1000 220 0000 000

Function Code

1000 - Instruction

Object Code

220 - Social Security Contributions

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

| | |
|--|--------------|
| Budgeted Expenditures in SFY 2021 | \$0 |
| Budgeted Expenditures in SFY 2022 | \$290 |
| Budgeted Expenditures in SFY 2023 | \$300 |
| Budgeted Expenditures in SFY 2024 | \$310 |
| Total Expenditures | <u>\$900</u> |

Status

Task Force Review

Line Item ID: 367-3-0003

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

At Risk K-12 Certified Salary

Account Number

13 E 1000 110 0000 000

Function Code

1000 - Instruction

Object Code

110 - Regular Certified Salaries

Allowable Use

11A - Planning and implementing summer learning or enrichment programs.

| | |
|--|-----------------|
| Budgeted Expenditures in SFY 2021 | \$0 |
| Budgeted Expenditures in SFY 2022 | \$5,945 |
| Budgeted Expenditures in SFY 2023 | \$6,100 |
| Budgeted Expenditures in SFY 2024 | \$6,250 |
| Total Expenditures | <u>\$18,295</u> |

Status

Task Force Review

Line Item Comment from KSDE

Per narrative, An decrease in the academic performance of students, specifically those who chose to utilize remote learning during the 2020-2021 school year. In this subset of students, 20% of the student population, who started the 2020-2021 school year in a remote setting, 67% of middle school students and 87% of high school students saw their grade point averages decline from the previous semester.

Line Item ID: 367-3-0004

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

Soc Security At Risk K-12

Account Number

13 E 1000 220 0000 000

Function Code

1000 - Instruction

Object Code

220 - Social Security Contributions

Allowable Use

11A - Planning and implementing summer learning or enrichment programs.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$455

Budgeted Expenditures in SFY 2023

\$465

Budgeted Expenditures in SFY 2024

\$480

Total Expenditures

\$1,400

Status

Task Force Review

Line Item ID: 367-3-0005

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

At Risk K-12 Noncert Salary

Account Number

13 E 1000 120 0000 000

Function Code

1000 - Instruction

Object Code

120 - Regular Non-Certified Salaries

Allowable Use

11A - Planning and implementing summer learning or enrichment programs.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$3,680

Budgeted Expenditures in SFY 2023

\$3,775

Budgeted Expenditures in SFY 2024

\$3,850

Total Expenditures

\$11,305

Status

Task Force Review

Line Item Comment from KSDE

Per narrative, An decrease in the academic performance of students, specifically those who chose to utilize remote learning during the 2020-2021 school year. In this subset of students, 20% of the student population, who started the 2020-2021 school year in a remote setting, 67% of middle school students and 87% of high school students saw their grade point averages decline from the previous semester.

Line Item ID: 367-3-0006

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

Soc Security At Risk K-12

Account Number

13 E 1000 110 0000 000

Function Code

1000 - Instruction

Object Code

220 - Social Security Contributions

Allowable Use

11A - Planning and implementing summer learning or enrichment programs.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$282

Budgeted Expenditures in SFY 2023

\$289

Budgeted Expenditures in SFY 2024

\$295

Total Expenditures

\$866

Status

Task Force Review

Line Item ID: 367-3-0007

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

At Risk K-12 Certified Salary

Account Number

13 E 1000 110 0000 000

Function Code

1000 - Instruction

Object Code

110 - Regular Certified Salaries

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$43,180

Budgeted Expenditures in SFY 2023

\$44,210

Budgeted Expenditures in SFY 2024

\$45,240

Total Expenditures

\$132,630

Status

Task Force Review

Line Item Comment from KSDE

Per narrative, An decrease in the academic performance of students, specifically those who chose to utilize remote learning during the 2020-2021 school year. In this subset of students, 20% of the student population, who started the 2020-2021 school year in a remote setting, 67% of middle school students and 87% of high school students saw their grade point averages decline from the previous semester. Funding additional intervention staff (both academic and social/emotion/wellness) and intervention programming to provide tiered intervention using the district's MTSS intervention program.

Line Item ID: 367-3-0008

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

Soc Security At Risk K-12

Account Number

13 E 1000 220 0000 000

Function Code

1000 - Instruction

Object Code

220 - Social Security Contributions

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$3,303

Budgeted Expenditures in SFY 2023

\$3,382

Budgeted Expenditures in SFY 2024

\$3,460

Total Expenditures\$10,145**Status**

Task Force Review

Line Item ID: 367-3-0009

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

Dist Health Ins Benefit

Account Number

13 E 1000 213 0000 000

Function Code

1000 - Instruction

Object Code

213 - Health and Accident Insurance

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$5,760

Budgeted Expenditures in SFY 2023

\$5,760

Budgeted Expenditures in SFY 2024

\$5,760

Total Expenditures\$17,280**Status**

Task Force Review

Line Item ID: 367-3-0010

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

At Risk K-12 Certified Salary

Account Number

13 E 1000 110 0000 000

Function Code

1000 - Instruction

Object Code

110 - Regular Certified Salaries

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$65,813

Budgeted Expenditures in SFY 2023

\$66,843

Budgeted Expenditures in SFY 2024

\$67,873

Total Expenditures

\$200,529

Status

Task Force Review

Line Item Comment from KSDE

Per narrative, An increase in the number of PreK students who are enrolling behind in development milestones that PreK students have traditionally achieved. This has led to an increase in the number of students being retained in early grade levels. Expanding three and four year old at-risk preschool staff to allow for decreased class size in early childhood classrooms.

Line Item ID: 367-3-0011

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

Soc Security At Risk K-12

Account Number

13 E 1000 220 0000 000

Function Code

1000 - Instruction

Object Code

220 - Social Security Contributions

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$5,034

Budgeted Expenditures in SFY 2023

\$5,113

Budgeted Expenditures in SFY 2024

\$5,192

Total Expenditures

\$15,339

Status

Task Force Review

Line Item ID: 367-3-0012

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

Dist Health Ins Benefit

Account Number

13 E 1000 213 0000 000

Function Code

1000 - Instruction

Object Code

213 - Health and Accident Insurance

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$5,760**Budgeted Expenditures in SFY 2023** \$5,760**Budgeted Expenditures in SFY 2024** \$5,760**Total Expenditures** \$17,280**Status**

Task Force Review

Line Item ID: 367-3-0013

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

At Risk K-12 Supplies

Account Number

13 E 1000 600 0000 000

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.

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$15,274**Budgeted Expenditures in SFY 2023** \$17,297**Budgeted Expenditures in SFY 2024** \$17,297**Total Expenditures** \$49,868**Status**

Task Force Review

Line Item Comment from KSDE

Per applicant, The educational technology for this line item will be implemented by both current staff and the OMS Intervention staff member (new position due to COVID). The district did not use these types of educational technology prior to the COVID-19 pandemic. Technology software includes: Dreambox and Lexia.

Line Item ID: 367-3-0014

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

At Risk K-12 Supplies

Account Number

13 E 1000 600 0000 000

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.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$9,500

Budgeted Expenditures in SFY 2023

\$9,500

Budgeted Expenditures in SFY 2024

\$9,500

Total Expenditures

\$28,500

Status

Task Force Review

Line Item Comment from KSDE

The academic screener software in this line item is Fastbridge. The district has begun using Fastbridge as an academic screener and performed Fall, Winter, and Spring formative assessments using Fastbridge.

Line Item ID: 367-3-0015

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

At Risk K-12 Certified Salary

Account Number

13 E 1000 110 0000 000

Function Code

1000 - Instruction

Object Code

110 - Regular Certified Salaries

Allowable Use

11B - Planning and implementing supplemental after-school programs.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$0

Budgeted Expenditures in SFY 2023

\$50,791

Budgeted Expenditures in SFY 2024

\$51,821

Total Expenditures

\$102,612

Status

Task Force Review

Line Item Comment from KSDE

Per narrative, An increase in student absenteeism, due to isolations of positive students, quarantines of exposed students, fear of exposure for high risk students and the lingering impact of 2019-2020 school year closures. An decrease in the academic performance of students, specifically those who chose to utilize remote learning during the 2020-2021 school year. Extending current or implementing new summer learning and enrichment opportunities for students in all grade levels.

Line Item ID: 367-3-0016

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

Soc Security At Risk K-12

Account Number

13 E 1000 220 0000 000

Function Code

1000 - Instruction

Object Code

220 - Social Security Contributions

Allowable Use

11B - Planning and implementing supplemental after-school programs.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$0

Budgeted Expenditures in SFY 2023

\$3,885

Budgeted Expenditures in SFY 2024

\$3,964

Total Expenditures\$7,849**Status**

Task Force Review

Line Item ID: 367-3-0017

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

Dist Health Ins Benefit

Account Number

13 E 1000 213 0000 000

Function Code

1000 - Instruction

Object Code

213 - Health and Accident Insurance

Allowable Use

11B - Planning and implementing supplemental after-school programs.

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\$11,520**Status**

Task Force Review

Line Item ID: 367-3-0018

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

At Risk K-12 Certified Salary

Account Number

13 E 1000 110 0000 000

Function Code

1000 - Instruction

Object Code

110 - Regular Certified Salaries

Allowable Use

11A - Planning and implementing summer learning or enrichment programs.

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$23,110**Budgeted Expenditures in SFY 2023** \$23,670**Budgeted Expenditures in SFY 2024** \$24,428**Total Expenditures** \$71,208**Status**

Task Force Review

Line Item Comment from KSDE

Per narrative, An increase in the number of PreK students who are enrolling behind in development milestones that PreK students have traditionally achieved. This has led to an increase in the number of students being retained in early grade levels. Extending current or implementing new summer learning and enrichment opportunities for students in all grade levels.

Line Item ID: 367-3-0019

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

Soc Security At Risk K-12

Account Number

13 E 1000 220 0000 000

Function Code

1000 - Instruction

Object Code

220 - Social Security Contributions

Allowable Use

11A - Planning and implementing summer learning or enrichment programs.

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$1,768**Budgeted Expenditures in SFY 2023** \$1,810**Budgeted Expenditures in SFY 2024** \$1,869**Total Expenditures** \$5,447**Status**

Task Force Review

Line Item ID: 367-3-0020

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

At Risk K-12 Noncert Salary

Account Number

13 E 1000 120 0000 000

Function Code

1000 - Instruction

Object Code

120 - Regular Non-Certified Salaries

Allowable Use

11A - Planning and implementing summer learning or enrichment programs.

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$7,680**Budgeted Expenditures in SFY 2023** \$7,795**Budgeted Expenditures in SFY 2024** \$7,915**Total Expenditures** \$23,390**Status**

Task Force Review

Line Item Comment from KSDE

Per narrative, An increase in the number of PreK students who are enrolling behind in development milestones that PreK students have traditionally achieved. This has led to an increase in the number of students being retained in early grade levels. Extending current or implementing new summer learning and enrichment opportunities for students in all grade levels.

Line Item ID: 367-3-0021

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

Soc Security At Risk K-12

Account Number

13 E 1000 110 0000 000

Function Code

1000 - Instruction

Object Code

220 - Social Security Contributions

Allowable Use

11A - Planning and implementing summer learning or enrichment programs.

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$588**Budgeted Expenditures in SFY 2023** \$596**Budgeted Expenditures in SFY 2024** \$605**Total Expenditures** \$1,789**Status**

Task Force Review

Line Item ID: 367-3-0022

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

Principals Salaries

Account Number

06 E 2400 110 1000 000

Function Code

2400 - Support Services (School Administration)

Object Code

110 - Regular Certified Salaries

Allowable Use

11A - Planning and implementing summer learning or enrichment programs.

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$15,000**Budgeted Expenditures in SFY 2023** \$15,225**Budgeted Expenditures in SFY 2024** \$15,455**Total Expenditures** \$45,680**Status**

Task Force Review

Line Item ID: 367-3-0023

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

Soc Security School Adm

Account Number

06 E 2400 220 1000 000

Function Code

2400 - Support Services (School Administration)

Object Code

220 - Social Security Contributions

Allowable Use

11A - Planning and implementing summer learning or enrichment programs.

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$1,147**Budgeted Expenditures in SFY 2023** \$1,165**Budgeted Expenditures in SFY 2024** \$1,182**Total Expenditures** \$3,494**Status**

Task Force Review

Line Item ID: 367-3-0024

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

Office Staff Salaries

Account Number

06 E 2400 120 1000 000

Function Code

2400 - Support Services (School Administration)

Object Code

120 - Regular Non-Certified Salaries

Allowable Use

11A - Planning and implementing summer learning or enrichment programs.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$4,160

Budgeted Expenditures in SFY 2023

\$4,222

Budgeted Expenditures in SFY 2024

\$4,285

Total Expenditures\$12,667**Status**

Task Force Review

Line Item ID: 367-3-0025

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

Soc Security School Adm

Account Number

06 E 2400 220 1000 000

Function Code

2400 - Support Services (School Administration)

Object Code

220 - Social Security Contributions

Allowable Use

11A - Planning and implementing summer learning or enrichment programs.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$318

Budgeted Expenditures in SFY 2023

\$323

Budgeted Expenditures in SFY 2024

\$328

Total Expenditures\$969**Status**

Task Force Review

Line Item ID: 367-3-0026

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

Transportation Salaries

Account Number

08 E 2710 1201800 000

Function Code

2710 - Vehicle Operation

Object Code

120 - Regular Non-Certified Salaries

Allowable Use

11A - Planning and implementing summer learning or enrichment programs.

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$6,720**Budgeted Expenditures in SFY 2023** \$6,720**Budgeted Expenditures in SFY 2024** \$6,720**Total Expenditures** \$20,160**Status**

Task Force Review

Line Item ID: 367-3-0027

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

Soc Security Transp

Account Number

08 E 2710 220 1800 000

Function Code

2710 - Vehicle Operation

Object Code

220 - Social Security Contributions

Allowable Use

11A - Planning and implementing summer learning or enrichment programs.

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$514**Budgeted Expenditures in SFY 2023** \$514**Budgeted Expenditures in SFY 2024** \$514**Total Expenditures** \$1,542**Status**

Task Force Review

Line Item ID: 367-3-0028

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

Motor Fuel - Transportation

Account Number

08 E 2710 1800 000

Function Code

2710 - Vehicle Operation

Object Code

626 - Gasoline

Allowable Use

11A - Planning and implementing summer learning or enrichment programs.

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$1,000**Budgeted Expenditures in SFY 2023** \$1,000**Budgeted Expenditures in SFY 2024** \$1,000**Total Expenditures** \$3,000**Status**

Task Force Review

Line Item ID: 367-3-0029

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

At Risk K-12 Certified Salary

Account Number

13 E 1000 110 0000 000

Function Code

1000 - Instruction

Object Code

110 - Regular Certified Salaries

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$44,030**Budgeted Expenditures in SFY 2024** \$45,060**Total Expenditures** \$89,090**Status**

Task Force Review

Line Item Comment from KSDE

Per narrative, An increase in the number of PreK students who are enrolling behind in development milestones that PreK students have traditionally achieved. This has led to an increase in the number of students being retained in early grade levels. Expanding three and four year old at-risk preschool staff to allow for decreased class size in early childhood classrooms.

Line Item ID: 367-3-0030

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

Soc Security At Risk K-12

Account Number

13 E 1000 220 0000 000

Function Code

1000 - Instruction

Object Code

220 - Social Security Contributions

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$0

Budgeted Expenditures in SFY 2023

\$3,368

Budgeted Expenditures in SFY 2024

\$3,447

Total Expenditures

\$6,815

Status

Task Force Review

Line Item ID: 367-3-0031

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

Dist Health Ins Benefit

Account Number

13 E 1000 213 0000 000

Function Code

1000 - Instruction

Object Code

213 - Health and Accident Insurance

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

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

\$11,520

Status

Task Force Review

Line Item ID: 367-3-0032

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

Regular Teacher Salaries

Account Number

06 E 1000 110 1000 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.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$44,000

Budgeted Expenditures in SFY 2023

\$0

Budgeted Expenditures in SFY 2024

\$0

Total Expenditures\$44,000**Status**

Task Force Review

Line Item Comment from KSDE

Per applicant, The payout plan has two retention periods. The first retention period ends January 1st, 2022 and the second ends June 1st 2022. Pay of up to \$250 per retention period are remitted on January 15th, 2022 and June 15th, 2022. Staff who begin employment during a retention period are prorated at \$50 per month they are employed during the retention period. All district staff, full and part time, are eligible for the retention plan. 367-3-0032 is for the first retention period and 367-3-0034 is for the second retention period. The BOE approved the retention plan at its December BOE meeting.

Line Item ID: 367-3-0033

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 Instruction

Account Number

06 E 1000 220 10000 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.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$3,366

Budgeted Expenditures in SFY 2023

\$0

Budgeted Expenditures in SFY 2024

\$0

Total Expenditures\$3,366**Status**

Task Force Review

Line Item ID: 367-3-0034

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

Teachers Aides Salaries

Account Number

06 E 1000 120 1000 000

Function Code

1000 - Instruction

Object Code

120 - Regular Non-Certified Salaries

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$40,500

Budgeted Expenditures in SFY 2023

\$0

Budgeted Expenditures in SFY 2024

\$0

Total Expenditures

\$40,500

Status

Task Force Review

Line Item Comment from KSDE

The payout plan has two retention periods. The first retention period ends January 1st, 2022 and the second ends June 1st 2022. Pay of up to \$250 per retention period are remitted on January 15th, 2022 and June 15th, 2022. Staff who begin employment during a retention period are prorated at \$50 per month they are employed during the retention period. All district staff, full and part time, are eligible for the retention plan. 367-3-0032 is for the first retention period and 367-3-0034 is for the second retention period. The BOE approved the retention plan at its December BOE meeting.

Line Item ID: 367-3-0035

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

FICA Instruction

Account Number

06 E 1000 220 10000 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.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$3,098

Budgeted Expenditures in SFY 2023

\$0

Budgeted Expenditures in SFY 2024

\$0

Total Expenditures

\$3,098

Status

Task Force Review

Line Item ID: 367-3-0036

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

Cust/Maint Salaries

Account Number

08 E 2600 120 8000 001

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.

| | |
|--|-----------------|
| Budgeted Expenditures in SFY 2021 | \$0 |
| Budgeted Expenditures in SFY 2022 | \$27,500 |
| Budgeted Expenditures in SFY 2023 | \$31,000 |
| Budgeted Expenditures in SFY 2024 | \$32,000 |
| Total Expenditures | <u>\$90,500</u> |

Status

Task Force Review

Line Item Comment from KSDE

Per applicant, The additional regular salary is for a 1.5 FTE increase in custodial/maintenance positions. One impact of COVID-19 that the district discovered was that the district did not have the manpower available to increase surface and general cleaning of buildings. These positions allow for increased cleaning protocols, specifically of cafeteria spaces and Trojan Elementary.

Line Item ID: 367-3-0037

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

Cust/Maint FICA

Account Number

08 E 2600 220 8000 001

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.

| | |
|--|----------------|
| Budgeted Expenditures in SFY 2021 | \$0 |
| Budgeted Expenditures in SFY 2022 | \$2,103 |
| Budgeted Expenditures in SFY 2023 | \$2,372 |
| Budgeted Expenditures in SFY 2024 | \$2,448 |
| Total Expenditures | <u>\$6,923</u> |

Status

Task Force Review

Line Item ID: 367-3-0038

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

Cust/Maint Health Benefits

Account Number

08 E 2600 213 8000 001

Function Code

2600 - Operation and Maintenance of Plant Services (All except Transportation)

Object Code

213 - Health and Accident Insurance

Allowable Use

15 - Developing strategies and implementing public health protocols for the reopening and operation of school facilities.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$3,360

Budgeted Expenditures in SFY 2023

\$5,760

Budgeted Expenditures in SFY 2024

\$5,760

Total Expenditures

\$14,880

Status

Task Force Review

Line Item ID: 367-3-0040

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

COVID Related General Supplies

Account Number

06 E 1000 600 1000 999

Function Code

1000 - Instruction

Object Code

600 - SUPPLIES AND MATERIALS

Allowable Use

15 - Developing strategies and implementing public health protocols for the reopening and operation of school facilities.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$10,812

Budgeted Expenditures in SFY 2023

\$0

Budgeted Expenditures in SFY 2024

\$0

Total Expenditures

\$10,812

Status

Task Force Review

Line Item Comment from KSDE

Per applicant, In 2021, the district's property and casualty insurance carrier, EMC, removed all coverage for COVID-19 related claims. Under advisement of the district's local insurance broker, the district sought secondary coverage, for professional services, that would cover the district's rapid antigen testing program sponsored by KDHE.

Line Item ID: 367-3-0041

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

Equipment-Cust/Maint

Account Number

08 E 2601 700 8000 000

Function Code

2601 - Operation and Maintenance of Plant Services (Transportation)

Object Code

700 - PROPERTY

Allowable Use

15 - Developing strategies and implementing public health protocols for the reopening and operation of school facilities.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$7,698

Budgeted Expenditures in SFY 2023

\$7,698

Budgeted Expenditures in SFY 2024

\$7,697

Total Expenditures

\$23,093

Status

Task Force Review

Line Item ID: 367-3-0042

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

Regular Teacher Salaries

Account Number

06 E 1000 110 1000 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.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$170,360

Budgeted Expenditures in SFY 2023

\$174,619

Budgeted Expenditures in SFY 2024

\$198,985

Total Expenditures

\$543,964

Status

Task Force Review

Line Item Comment from KSDE

Per narrative, A decrease in the number of enrolled students in the school district. Over the past two school years, the district has observed a decrease in headcount by 102 students, from 1120 students to 1018 students. A program to limit class size increases due to the decrease in student enrollment cause by the COVID-19 pandemic. The district has made a conscious choice not to reduce instructional staff, as this would increase class sizes during a period of increased need for personalized learning to address the learning loss that has been observed. Therefore the district has identified using ESSER funds to maintain current class sizes, by refilling open elementary classroom and core secondary instruction positions. Without the usage of ESSER funds, these positions would be left open and class sizes would increase by approximately 33%.

Line Item ID: 367-3-0043

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

FICA Instruction

Account Number

06 E 1000 220 10000 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.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$13,033

Budgeted Expenditures in SFY 2023

\$13,358

Budgeted Expenditures in SFY 2024

\$13,692

Total Expenditures

\$40,083

Status

Task Force Review

Line Item ID: 367-3-0044

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

Teachers Aides Salaries

Account Number

06 E 1000 120 1000 000

Function Code

1000 - Instruction

Object Code

120 - Regular Non-Certified Salaries

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$23,040

Budgeted Expenditures in SFY 2023

\$23,040

Budgeted Expenditures in SFY 2024

\$23,040

Total Expenditures

\$69,120

Status

Task Force Review

Line Item ID: 367-3-0045

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

Regular Teacher Salaries

Account Number

06 E 1000 110 1000 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.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$42,590

Budgeted Expenditures in SFY 2023

\$43,655

Budgeted Expenditures in SFY 2024

\$44,756

Total Expenditures

\$131,001

Status

Task Force Review

Line Item Comment from KSDE

Per narrative, A decrease in the number of enrolled students in the school district. Over the past two school years, the district has observed a decrease in headcount by 102 students, from 1120 students to 1018 students. A program to limit class size increases due to the decrease in student enrollment cause by the COVID-19 pandemic. The district has made a conscious choice not to reduce instructional staff, as this would increase class sizes during a period of increased need for personalized learning to address the learning loss that has been observed. Therefore the district has identified using ESSER funds to maintain current class sizes, by refilling open elementary classroom and core secondary instruction positions. Without the usage of ESSER funds, these positions would be left open and class sizes would increase by approximately 33%.

Line Item ID: 367-3-0046

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 Instruction

Account Number

06 E 1000 220 10000 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.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$3,258

Budgeted Expenditures in SFY 2023

\$3,340

Budgeted Expenditures in SFY 2024

\$3,423

Total Expenditures

\$10,021

Status

Task Force Review

Line Item ID: 367-3-0047

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

Teachers Aides Salaries

Account Number

06 E 1000 120 1000 000

Function Code

1000 - Instruction

Object Code

120 - Regular Non-Certified Salaries

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$5,760

Budgeted Expenditures in SFY 2023

\$5,760

Budgeted Expenditures in SFY 2024

\$5,760

Total Expenditures

\$17,280

Status

Task Force Review

Line Item ID: 367-3-0048

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

Regular Teacher Salaries

Account Number

06 E 1000 110 1000 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.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$43,530

Budgeted Expenditures in SFY 2023

\$44,618

Budgeted Expenditures in SFY 2024

\$45,734

Total Expenditures

\$133,882

Status

Task Force Review

Line Item Comment from KSDE

Per narrative, A decrease in the number of enrolled students in the school district. Over the past two school years, the district has observed a decrease in headcount by 102 students, from 1120 students to 1018 students. A program to limit class size increases due to the decrease in student enrollment cause by the COVID-19 pandemic. The district has made a conscious choice not to reduce instructional staff, as this would increase class sizes during a period of increased need for personalized learning to address the learning loss that has been observed. Therefore the district has identified using ESSER funds to maintain current class sizes, by refilling open elementary classroom and core secondary instruction positions. Without the usage of ESSER funds, these positions would be left open and class sizes would increase by approximately 33%.

Line Item ID: 367-3-0049

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

FICA Instruction

Account Number

06 E 1000 220 10000 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.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$3,330

Budgeted Expenditures in SFY 2023

\$3,413

Budgeted Expenditures in SFY 2024

\$3,499

Total Expenditures\$10,242**Status**

Task Force Review

Line Item ID: 367-3-0050

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

Teachers Aides Salaries

Account Number

06 E 1000 120 1000 000

Function Code

1000 - Instruction

Object Code

120 - Regular Non-Certified Salaries

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$5,760

Budgeted Expenditures in SFY 2023

\$5,760

Budgeted Expenditures in SFY 2024

\$5,760

Total Expenditures\$17,280**Status**

Task Force Review

ESSER III APPLICATION FOR D0413

Status

Task Force Review

KSDE Application Comments

Please add final desired line to application and resubmit. Your reviewer will reach out to you at that time. Thank you
Stakeholder input - What information came out of coffee with Kellen? How else have families had the opportunity to provide input? Tribes - data provided to KSDE indicates 10 students who self-identify as Native American. The Special Education Co-op is not a Civil Rights Organization. How did you reach out to underserved student groups who did not want to speak at a public meeting? Our data indicates 18.5% SWD's, EL, and migrant students. What other ways did the district use to engage the community in the development of the ESSER III plan. Refer to the Tool Kit
https://docs.google.com/document/d/1axRNqx_atmSXg3WebTBgZ2Aqrcf96SY_Zi7y0ycBJTw/edit

Current Directory Information

| <u>District</u> | <u>Address</u> | <u>Mail Address</u> |
|----------------------------|--------------------------------------|------------------------------------|
| Chanute Public Schools | 321 E. Main, Chanute, KS 66720 | 321 E. Main, Chanute, KS 66720 |
| <u>Superintendent Name</u> | <u>Superintendent E-mail Address</u> | <u>Superintendent Phone Number</u> |
| Kellen Adams | adamsk@usd413.org | (620) 432-2500 |

Authorized Representative of the District Information

| <u>Name</u> | <u>Position of Title</u> | <u>E-mail Address</u> | <u>Phone Number</u> |
|--------------|--------------------------|-----------------------|---------------------|
| Matt Koester | Assistant Superintendent | koesterm@usd413.org | (620) 432-2500 |

Plan for Safe Return

Please paste a direct link of your school district's safe return plan that is posted on your website.

<https://www.usd413.org/page/returntoclassroom>

Use of Funds for CDC Guidance

How will the funds be used to implement prevention and mitigation strategies that are, to the greatest extent practicable, consistent with the most recent CDC guidance on reopening schools, in order to continuously and safely open and operate schools for in-person learning?

The Chanute Public School District began the 2020 school year in session and with 2 different remote options. 1 option was fully remote through a virtual curriculum while the other option was remote through zoom. The district did not miss any days of school directly related to COVID. Generally, the district operated normally while implementing new procedures due to COVID.

The biggest notice of learning loss using KAP data in Math and Reading. KAP ELA showed an increase from 30.4 % to 31.9% in 2021 for students in the level 1 category. During the same timeframe, there was an increase from 33.4% to 36.27% in the level 2 category. This means that both of the bottom 2 categories on KAP have increased, taking students out of the top 2 categories. Students with disabilities saw an increase in ELA from 58.86% to 62.27% level 1, and a decrease from 22.78% to 22.15% in level 2. Students in poverty saw an increase in ELA from 38.79% to 41.14% in level 1 and from 32.75% to 38.51% in level 2.

KAP Math showed an increase from 33% to 37.59% in 2021 for students in the level 1 category. During the same timeframe, there was an increase from 40.55% to 41.34% in the level 2 category. This means that both of the bottom 2 categories on KAP have increased, taking students out of the top 2 categories. Students with disabilities saw an increase in Math from 62.65% to 65.47% level 1, and a decrease from 24.68% to 22.02% in level 2. Students in poverty saw an increase in Math from 39.48% to 46.65% in level 1 and a decrease from 42.22% to 39.23% in level 2.

The district did take steps to address social-emotional issues specifically through the hiring of a mental health liaison. Basically, the district went to school, addressed COVID issues as they arose, and had a relatively normal school year with the exception of the impact on kids from social distancing. The social distancing had a huge negative impact on our younger learners as validated by anecdotal evidence from primary teachers.

We are working closely with our county health department, KSDE, our local education service center, and neighboring school districts to remain up-to-date on guidance related to safely operating in-person learning for the school year. We attribute our student success and our ability to remain open last year to following this guidance and we will continue to do so. All funds expended in ESSER III will be reviewed by our local education service center and KSDE to ensure that all expenditures align with best practice, with up-to-date safety requirements, and to ensure it is maximized for a positive impact on student learning and safety.

Stakeholder Engagement

Engaging in Meaningful Consultation with Stakeholders (Please describe the ways you meaningfully consulted with each group listed below as part of the development of the district ESSER III Plan)

Students

The superintendent of schools met with students of both the middle school and the high school student councils to discuss the proposed ESSER 3 plan and to receive the feedback. When students were asked about their thoughts and ideas that should be included in the plan, they stated that they were satisfied with the ideas discussed. Students across the entire district were asked to complete a short survey to gather information from their perspectives. The data from that survey indicated that the top 4 choices of students were the following- Mental health supports, instructional resources, extra-curricular opportunities, and facility upgrades for student health. Our ESSER plan takes these recommendations into consideration and their needs or ideas in the plan, specifically the updates to facilities for student health concerns and mental health supports.

Families

The district conducted a community meeting to review the ESSER 3 plan on November 1, 2021 and on December 6th, 2021. There were no community or organizational members who spoke at either meeting. The superintendent has also held coffee with Kellen to engage the community each month beginning in October. We also held 7 different budget meetings for both staff and community members. At each of these meetings, ESSER was discussed and the needs of the district related to the budget discussions. At both the coffee with Kellen and the budget meetings, the stakeholders were made aware of our ESSER plans and had the opportunity for providing suggestions. Along with these face-to-face meetings, we also sent a survey to all families in our system. This survey indicated that the top priorities for our families fell in 3 areas- behavioral support, academic intervention, and mental health services. Our ESSER plan takes these recommendations into consideration and their needs or ideas in the plan.

School and District Administrators including Special Education Administration

Being a school district with 1800 students, all administrators (11) had a hand in developing the ESSER 3 plan, thus there was approval of the plan. The district also collaborated with our local special education cooperative director to ensure our ESSER 3 plan supported the needs of all populations of students.

Teachers, Principals, School leaders, other Educators, School Staff and their Unions

The school district worked directly with our school district bargaining unit to address funding needs and to ensure they met the needs of students, community, and staff. The district also collaborated with classified to ensure ESSER 3 was considered to address their willingness to work for the district during this time of a national pandemic.

- 1.) Discussion of the incentive/premium pay at the IBB Negotiations table.
- 2.) The increase of the summer learning, before/after school, and PD pay at the IBB table;
- 3.) Potential increases to substitute pay and/or additional people to combat the shortage.

Tribes

We have 10 students who are connected to a tribe in some way. Through a survey sent to all students, staff, and families within our system, we had 8 returns that indicated they were tribe members. The needs they expressed through the survey were after school tutoring, mental health services, and behavioral support and interventions. Our ESSER plan takes these recommendations into consideration and their needs or ideas in the plan.

Civil Rights Organization including Disability Rights Organizations

Through our survey sent to all stakeholders, we did not have a single person indicate that they were affiliated with a civil rights organization. Because of this, we reached out to both the ACLU of Kansas and the NAACP of Kansas to inquire if they had any suggestions for needs in our area. The response from the ACLU, "We cannot comment on how to spend these funds specifically, but certainly there are resources to ensure that your staff is trained and informed about serving all students, and especially those in need. You may consider looking at ACLU's Know Your Rights (<https://www.aclu.org/know-your-rights/>) and the Learning for Justice resources geared specifically for educators (<https://www.learningforjustice.org/>)" We will be adding these resources to our website to ensure that we have the resources available for our stakeholders.

Stakeholders representing the interests of children with disabilities, English Learners, children experiencing homelessness, children in foster care, migratory students, children who are incarcerated, and other underserved students

We worked closely with our local special education cooperative as well as our local education service agency, both who work actively to support students with disabilities to ensure our plans meet the needs of all students. We believe that all demographics of students are in need of the same resources within our district. The students who are identified as homeless are those who usually live with a relative. Though we held an open meeting to garner input from these and other stakeholders and had no one speak. Because we did not have any input at the open meetings we also sent a survey to all stakeholders. Of the respondents who indicated they were in a subgroup listed in the question or a parent of a student in a subgroup, the overwhelming top priorities were- staff support for academic interventions, behavioral support, and mental health support. We are addressing each one of these areas in our ESSER plan.

Provide the public the opportunity to provide input and take such input into account

The district conducted a community meeting to review the ESSER 3 plan on November 1, 2021, December 6th, 2021. There were no community or organizational members who spoke during these meetings even though there were several in the audience. We also held 7 different public budget meetings where ESSER was part of the discussion. After each meeting there were stories published in the local newspaper with summaries of both the content of the presentation as well as the questions from community members. We believe our ESSER plan takes all the recommendations from these meetings into consideration as allowed by federal guidelines. Once our plan is approved, we will be informing our community of our upcoming expenditures related to the plan itself.

Use of Funds for Learning Loss Set Aside and The Rest of The Allocation

Please briefly describe the impacts of COVID-19 on the district and its Pre-K through 12 students, including any relevant data where possible (e.g., cost impact, learning loss, emotional impact on students). If there has been a disproportionate impact on a special population in the district (e.g., students with disabilities, English Learners, students in foster care, students in poverty, etc.), please describe the impact and provide the number of Pre-K through 12 students in that population.

The Chanutte Public School District began the 2020 school year in session and with 2 different remote options. 1 option was fully remote through a virtual curriculum while the other option was remote through zoom. The district did not miss any days of school directly related to COVID. Generally, the district operated normally while implementing new procedures due to COVID.

The biggest notice of learning loss using KAP data in Math and Reading. KAP ELA showed an increase from 30.4 % to 31.9% in 2021 for students in the level 1 category. During the same timeframe, there was an increase from 33.4% to 36.27% in the level 2 category. This means that both of the bottom 2 categories on KAP have increased, taking students out of the top 2 categories. Students with disabilities saw an increase in ELA from 58.86% to 62.27% level 1, and a decrease from 22.78% to 22.15% in level 2. Students in poverty saw an increase in ELA from 38.79% to 41.14% in level 1 and from 32.75% to 38.51% in level 2.

KAP Math showed an increase from 33% to 37.59% in 2021 for students in the level 1 category. During the same timeframe, there was an increase from 40.55% to 41.34% in the level 2 category. This means that both of the bottom 2 categories on KAP have increased, taking students out of the top 2 categories. Students with disabilities saw an increase in Math from 62.65% to 65.47% level 1, and a decrease from 24.68% to 22.02% in level 2. Students in poverty saw an increase in Math from 39.48% to 46.65% in level 1 and a decrease from 42.22% to 39.23% in level 2.

The district did take steps to address social-emotional issues specifically through the hiring of a mental health liaison. Basically, the district went to school, addressed COVID issues as they arose, and had a relatively normal school year with the exception of the impact on kids from social distancing. The social distancing had a huge negative impact on our younger learners as validated by anecdotal evidence from primary teachers.

How the LEA will use the funds it reserves under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year? (Provide specific references to evidence-based interventions that meet one of the four tiers of evidence, as defined in Sec. 8101(21) of ESEA)

Implement enrichment programs and credit recovery services; Provide research based professional learning opportunities and supports for staff ;

The school district utilized a lot of funds to address learning loss in ESSER II funding. In ESSER III the district proposes to continue to address professional learning and support through the local service center and the hiring of new staff members to improve instructional resources for teachers. The district will also continue to enhance its summer school program through ESSER III funding. USD 413 is planning to hire social/emotional learning coaches to address the needs of students and staff caused due to the pandemic. We believe this cost is associated with learning loss as the increased needs of social emotional learning is impacting the students' ability to learn in ELA and Math.

How the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act?

HVAC Replacement- This project qualifies under ESSER II allowable use #14 which states "Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities. The expenditures of these funds will be used to improve the air quality in school facilities. This will include upgrading HVAC systems that provide fresh air in accordance with ASHRAE 62.1. This project will address the need created by the pandemic to provide increased ventilation air in our facilities and to mitigate the spread of the virus creating a safer environment for staff, students and patrons.

How the LEA will ensure that the interventions it implements, including but not limited to the interventions under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time, will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students disproportionately impacted by the COVID-19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students.

Our ESSER Plan was developed collaboratively with key stakeholders in our community, including KSDE, our local special education cooperative, our education service center, staff, administration, students, and community. The focus of our planning and the reason for collaborating with such a diverse group, was to ensure we were developing plans that not only address the general needs of our community, but that we also maintained an important focus on addressing the specific needs of all student and staff populations. These collaborative conversations remain ongoing and will continue to inform our decision making throughout the pandemic and beyond.

Allocations

| | Direct Allocation | True Up Allocation | Total Allocation | | 20% Minimum |
|-----------------------|-------------------|--------------------|------------------|-----------------------|-------------|
| ESSER III Allocations | \$4,025,908 | \$0 | \$4,025,908 | ESSER III Allocations | \$805,182 |
| Approved Total | \$0 | \$0 | \$0 | Approved Total | \$0 |
| Amount Left | \$4,025,908 | \$0 | \$4,025,908 | Amount Still Needed | \$805,182 |
| In Review Total | \$4,025,908 | \$0 | \$4,025,908 | In Review Total | \$980,000 |
| Amount Left | \$0 | \$0 | \$0 | Amount Still Needed | \$0 |

Line Items

| ID | Allocation Type | Learning Loss | Function Code | Object Code | Allowable Use | Total Expenditures | Status |
|------------|-----------------|---------------|---------------|-------------|---------------|--------------------|-------------------|
| 413-3-0001 | Direct | True | 2122 | 110 | 12 | \$420,000 | Task Force Review |
| 413-3-0002 | Direct | True | 1000 | 110 | 12 | \$140,000 | Task Force Review |
| 413-3-0003 | Direct | True | 2210 | 110 | 12 | \$420,000 | Task Force Review |
| 413-3-0004 | Direct | False | 4700 | 723 | 14 | \$3,045,908 | Task Force Review |

Line Item Details

Line Item ID: 413-3-0001

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

SECD Learning Loss

Account Number

38560

Function Code

2122 - Counseling Services

Object Code

110 - Regular Certified Salaries

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$140,000

Budgeted Expenditures in SFY 2023

\$140,000

Budgeted Expenditures in SFY 2024

\$140,000

Total Expenditures

\$420,000

Status

Task Force Review

Line Item Comment from KSDE

KSDE has not confirmed the ESEA Evidence level for 20% set aside activities. Each district is responsible for documenting the evidence base and verifying that it meets the Evidence Based criteria as defined in ESEA. Please retain a link to the evidence that you are basing this on and which tiers of evidence it meets for future monitoring. Please see this link for more details <https://ies.ed.gov/ncee/wwc/essa>

Line Item ID: 413-3-0002

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

Interventionist Learning Loss

Account Number

38570

Function Code

1000 - Instruction

Object Code

110 - Regular Certified Salaries

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$70,000

Budgeted Expenditures in SFY 2023

\$70,000

Budgeted Expenditures in SFY 2024

\$0

Total Expenditures

\$140,000

Status

Task Force Review

Line Item Comment from KSDE

KSDE has not confirmed the ESEA Evidence level for 20% set aside activities. Each district is responsible for documenting the evidence base and verifying that it meets the Evidence Based criteria as defined in ESEA. Please retain a link to the evidence that you are basing this on and which tiers of evidence it meets for future monitoring. Please see this link for more details <https://ies.ed.gov/ncee/wwc/essa>

Line Item ID: 413-3-0003

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

Facilitators Learning Loss

Account Number

38580

Function Code

2210 - Improvement of Instruction Services

Object Code

110 - Regular Certified Salaries

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$140,000

Budgeted Expenditures in SFY 2023

\$140,000

Budgeted Expenditures in SFY 2024

\$140,000

Total Expenditures

\$420,000

Status

Task Force Review

Line Item Comment from KSDE

KSDE has not confirmed the ESEA Evidence level for 20% set aside activities. Each district is responsible for documenting the evidence base and verifying that it meets the Evidence Based criteria as defined in ESEA. Please retain a link to the evidence that you are basing this on and which tiers of evidence it meets for future monitoring. Please see this link for more details <https://ies.ed.gov/ncee/wwc/essa>

Line Item ID: 413-3-0004

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

HVAC Replacement

Account Number

38540

Function Code

4700 - Building Improvements

Object Code

723 - Heating and Cooling System

Allowable Use

14 - Inspection, testing, maintenance, repair, replacement and upgrade projects to improve the indoor air quality in school facilities.

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$3,045,908**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$3,045,908**Status**

Task Force Review

Line Item Comment from KSDE

Allowable if CDC guidelines are met. Capital Improvement documentation required.

ESSER III APPLICATION FOR D0423

Status

Task Force Review

KSDE Application Comments

Regarding underserved populations: We require more information about the survey that was sent out. Please describe the process. To whom was it sent, when was it sent, how many individuals received it? Was there follow-up? Please describe what the surveyed individuals mentioned about how to use ESSER III funds. Please address all subgroups.

It's very important to use the ESSER III Toolkit, linked below

https://docs.google.com/document/d/1axRNqx_atmSXg3WebTBgZ2Aqrcf96SY_Zi7y0ycBJTw/edit

Current Directory Information

| <u>District</u> | <u>Address</u> | <u>Mail Address</u> |
|----------------------------|---------------------------------------|------------------------------------|
| Moundridge | 526 E. Cole, Moundridge, KS 671070588 | Box K, Moundridge, KS 671070588 |
| <u>Superintendent Name</u> | <u>Superintendent E-mail Address</u> | <u>Superintendent Phone Number</u> |
| Cody Rierson | superintendent@usd423.org | (620) 345-5500 |

Authorized Representative of the District Information

| <u>Name</u> | <u>Position of Title</u> | <u>E-mail Address</u> | <u>Phone Number</u> |
|---|--------------------------|---|---------------------|
| Cody Rierson | Superintendent | riersonc@usd423.org | (620) 345-5500 |
| <u>Other District Representative 1 - Name</u> | | <u>Other District Representative 1 - E-mail Address</u> | |
| grabers@usd423.org | | grabers@usd423.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.usd423.org/Content2/covid>

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 423 used all the CARES, SPARKS, and donations to make it through last year. With all the implementations during 2020-2021, the district wanted to make sure we impacted 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, but most ESSER I and ESSER II funding was used on staffing for interventionists. The district recognized the benefits of this as we worked through last year. And the Moundridge BOE accepted the proposal. That being said, we will need to spend some of our ESSER III funds towards safety. Specifically, masks, gloves, sanitizer, and many other material goods. In addition, we may look to do some implementation for cleaner air quality. Furthermore, making sure students have adequate spacing.

The interventionists are the most important piece of our puzzle. Although USD 423 has been blessed to be face to face during most of the pandemic, our students were still impacted academically. Therefore, the interventionist are proactively how our district is planning to target those students not reaching benchmark. We will be able to gauge this school year if our interventionists are working, and continue that for another year, or even two, depending on what the data says. We use a variety of data, but specifically FastBridge helps us monitor growth of students while comparing them throughout the district, state, and nation. The board is reviewing the our reopening plan monthly and making safety decisions as we go, based on the data. We also implemented premium pay / hazard pay for staff going above and beyond the call of duty. This may be a direction we go in the future 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

In developing our ESSER plan, we conducted a survey and hosted focus groups with student leadership groups to determine their highest levels of need for pandemic related instruction and support. The following supports received the most interest from our students:

Social Emotional needs of students

More Academic Support for students

Face to face instruction for students

Return to normal education and extracurricular activities

Our ESSER plan takes these recommendations into consideration and their needs are ideas in the plan.

We have great relationships with our students. We are a smaller district with about 450 students. We are constantly reaching out to our students to receive input.

At the end of 2020-21, students were given a survey about preferences of school, specifically if they prefer full face to face, hybrid, or remote, and why. The survey was sent to all groups via email, social media, and hard copy. In addition to the quantitative data, many of the groups were interviewed for qualitative input. Both forms were given on various days/times in order to aide input. This will continue to happen as we work through the pandemic. Our entire plan for 2021-22 was built around this. We focused on providing the students with only face to face education, because this is what the students wanted. In addition, students wanted to be in school full time. So our plan called for full face to face. We also know from the data collected that Covid negatively impacted students academically and social emotionally. USD 423 decided to hire a social worker for the entire district based on the needs of students. This was used with the general budget, and shows how invested the BOE and staff is when meeting the needs of students. This is why the majority of our ESSER III funds will be used to close the achievement gap and help with learning loss among our students. This was the funding used for interventionists, which we plan on utilizing for 3 years if the data supports this. In addition, we have some high school leadership groups we can receive important information for guidance from as we work through this year.

We have good input and data supporting our current plan, but we will want to receive continual input from our students.

Families

We have worked closely with our families in developing our ESSER support plan. We have conducted parent/community surveys and have also engaged our building and district leadership team. Through those surveys and conversations, it was clear that parents are most interested in the seeing the following items show up in our ESSER plan:

Face to face instruction for students. It was evident that all groups wanted not only face to face instruction, they wanted to drop remote learning. In addition, they wanted the normal length of school day and calendar year.

Return to normal education for students, specifically getting rid of masks, and opening up the schools to look more like a community center. Essentially returning to what it looked like before the pandemic.

Helping students with learning loss specifically from the pandemic.

Certain safety measures throughout our district (sanitizing, cleaner air, etc.)

You will see that these suggestions from parents are reflective in the plan we developed.

We came up with a document to keep parents updated on ESSER spending @ USD 423. Here's the direct link.

<https://www.usd423.org/userfiles/2/My%20Files/Yellow%20and%20Green%20Dynamic%20Frames%20Fires%20Crisis%20Hub%20Infographic.png?id=362>

One way we have reached out to parents was surveying them about last year. We did find out parents want their students in school as much as possible. So our goal is to be proactive and take precautions to keep students within the face to face setting as much as possible. Families were given the survey towards the end of 2020-21. We have intentions of surveys being made for this year, specifically during parent teacher conferences in the fall. The survey was sent to all groups via email, social media, and hard copy. In addition to the quantitative data, many of the groups were interviewed for qualitative input. Both forms were given on various days/times in order to aide input. This will continue to happen as we work through the pandemic. Lastly, several big aspects of our plan revolved around parent input. Parents appreciated the hard work during our hybrid model, but they prefer students are in school all day every day. In addition, it was unanimous across all stakeholders that USD 423 did not want summer school. Instead, all groups supported the use of interventionists at the secondary level, when these interventionists have already been shown to make a positive impact at our elementary school. The district didn't want to start something new, when we were currently doing something that worked for our demographics. We are just adding to this and making it stronger. We will continue to survey parents as we move through this pandemic together. The data will guide our decisions as we move forward.

School and District Administrators including Special Education Administration

Our administrative team has met regularly to review the needs of our student and staff populations both at the building and district level. These meetings have included a review of survey and focus group data from our various special population groups. As a result of these meetings, the following have been determined as most important to address in our district:

Face to face, onsite education, and steering clear of remote learning.

Getting back to a regular school calendar year and regular school day.

Helping with learning loss among students.

Making sure we have materials when needed (cleaning supplies, masks, etc.)

You will see that this information plays a prominent role in our ESSER plan.

Being a smaller district, USD 423 was able to create our return plan together. There were various small groups and individuals met with during the creation of the plan.

The document which is a working document (USD 423 Leading the Way 2021-2022) was created by administration, with input from students, families, County Health Officials, and the District Leadership Team. The District Leadership Team is comprised of our strong staff across the board PK-12. One step further, the administration then asked for BOE approval, which was unanimous, with intentions of making any changes month to month, as we navigate through 21-22. Special Education staff was communicated with along the way. Summer school was still an option for those students that qualified. The current plan benefits all students, including our most at-risk populations. The plan is revisited on a frequent basis by all stakeholder groups. Although we have not made any significant changes to the document, that could very well be on the horizon. We just found out this week that CDC has changed recommendations from 10 day to 5 day quarantines. I'm currently collaborating with McPherson County Health Department (Shalei Shea) to see when we need to make those changes. MCHD has not accepted the changes yet, but if they do, we will update our document and have the BOE accept the changes.

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:

- Professional Development district wide
- Regular staff meetings
- Regular District Leadership Team Meetings
- Weekly Administrative Meetings
- Board Retreats and frequent communication with BOE
- Surveys sent out to many focus groups (parents/staff/site council/PATT)

You will see that this information plays a prominent role in our ESSER plan.

There are benefits to being a smaller district, USD 423 was able to create our return plan together which is directly including most staff. The document which is a working document (USD 423 Leading the Way 2021-2022) was created by administration, with input from students, families, County Health Officials, and the District Leadership Team. The District Leadership Team is comprised of our strongest staff across the board PK-12. One step further, the administration then asked for BOE approval, which was unanimous, with intentions of making any changes month to month, as we navigate through 21-22. Surveys have been a go to for USD 423. The teachers were given a survey at the end of 20-21, parents were given a survey during that time too. Small Stakeholder groups were also asked for input at various times, specifically at the beginning of this school year, site council at all levels were collaborated with. The data from all surveys was taken, organized, and used for decision making for our return to school plan, and ESSER spending plan. Special Education staff was consulted with along the way. Summer school was still an option for those students that qualified. The current plan benefits all students, including our most at-risk populations. USD 423 decided to hire a social worker for the entire district based on the needs of students. This was used with the general budget, and shows how invested the BOE and staff is when meeting the needs of students. This is why the majority of our ESSER III funds will be used to close the achievement gap and help with learning loss among our students. This was the funding used for interventionists, which we plan on utilizing for 3 years if the data supports this. Furthermore, we will still use funds for safety materials and cleanliness.

Tribes

In a review of our student information system, we identified 5 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:

- Face to face full time school
- Extra academic assistance
- No masks

Our ESSER plan includes these suggestions based on their feedback to best meet the needs of our students.

I also reached out to the private schools (Sunflower, Meadowlark, and Wheatland).

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 of Kansas

Here's the questions we asked.

1. How can USD 423 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 pandemic most impacting diverse groups?
4. What can school districts do to be most helpful to these students and parents?

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:

More Social Emotional Support

More Academic Support

Increased Activities

I meet monthly with McPherson County Superintendents. This was a valuable time to get ideas. I meet weekly with the administrative cabinet at USD 423, and we oftentimes reach out to similar size districts for input and collaboration. I am part of the statewide superintendent visioning committee with Randy Watson. This is an innovative group that helps guide our district. Lastly, I have a mentor through KELI Mentor, I work close with them during the decision making process. I have also created a very supportive network with other superintendents that are part of the KELI Group. I'm in contact with local law enforcement, and consistently update the local community via Moundridge Chamber. I am a member of the Moundridge City Strategic Planning Group. I also have frequent meetings with McPherson County Special Education. They have input every step of the way. We will continue to seek input from all aspects of 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

We have worked closely with our students and representatives of the subgroup populations in our school district in developing our ESSER support plan. We have conducted surveys and have also engaged in focus group conversations.

We kept the survey questions short and precise.

1. Favorite thing about USD 423?
2. Any changes you want to see with ESSER funding? This question came with a brief description of what we were currently doing, plus showing them our plan.
3. Most important approach USD 423 should take w/ the funding?

The survey and questions was sent to approximately 200 families, with an approximate return rate of 65%. In addition, we put a lot of emphasis on follow-up conversations, focus groups, and phone calls. Furthermore, follow-up climate surveys are given during fall and spring parent teacher conferences. Almost all of our patrons are satisfied with our approach to ESSER funding utilization. In order to verify sub groups were being represented, as superintendent, I personally reach out to parents which fall within the underserved populations group. For example, we are a predominantly white, middle-class district. So I personally emailed and/or called the 5 students/families with Native American backgrounds. Unanimously, 100% of the families were happy with the school, happy with their child's education, and happy with the way we were using ESSER funds. I didn't stop there, I continue to call our highest needs students and families to gather data in this area. But, proactively setting a plan, parents are satisfied with the use of federal funds at USD 423.

The survey was sent electronically to parents. We have hard copy opportunities at the site council meetings, and for any of the focus groups. Also, since the initial decisions, I've been calling subgroups for check-ups.

There was follow-up, and there will continue to be follow-up.

We consistently send out climate surveys to all our stakeholders. We also give opportunities for feedback during Site Council meetings. In addition to these, to verify all the subgroups had a voice in our plan, I personally reached out to individuals to ask them the above questions. This has been done throughout this school year, and I will continue to do this in order to verify important input from all. So far, numbers are low for physical surveys or email responses, but the numbers are continuing to grow for those I personally contact. In addition, every one of the families contacted needed a brief overview of what ESSER was.

Through those surveys and conversations, it was clear that the following supports were most needed.

Extra academic help for students impacted by the pandemic (catch up)

Ability to give more explicit instruction

Face to face schooling

Community connections to help support sub groups

You will see that these suggestions are reflective in the plan we developed.

The size of our district benefits us in this area. Also, the collaboration and involvement from local churches, and programs (StepMC), etc. We know our families well. We will be touching base with these populations and groups to find out what needs can be met. Special Education staff was communicated with along the way. The current plan benefits all students, including our most at-risk populations.

Provide the public the opportunity to provide input and take such input into account

We send out a survey for input at the end of each year. These were the prominent themes we grasped onto during the creation of our plan. We will continue to do it this way, and adapt as we move forward.

- Face to face learning
- Normal school day, all day every day, no schedule changes
- Return of athletics and activities
- Extra support to help with learning loss during pandemic
- Social Emotional Support for students and staff
- Collaboration among the community (Schools looked at as more of a community center)

You will see that these suggestions are reflective in the plan we developed. And now we will continue to consistently revisit.

While devising the Return to School Plan, there were many groups contacted. The staff played an important part in the creation of the original document. After that, the working document (USD 423 Leading the Way 2021-2022) was introduced to parents, still in draft phases, so input could be given. Lastly, this document continues to be a working document as we go through this school year. We can format our approach to best meet the needs of students and staff. At the last BOE meeting, there was a question posed by a parent in the crowd. We realized we didn't address that specific need in the plan, so we went ahead and added it. During this application, I've written and referenced our plan a lot. The reason for this is because of the correlation between how we use our ESSER funds, and our plan. Every decision we make is toward the plan. So, all funds allocated through ESSER will be for Safety and Mitigating Learning Loss.

Use of Funds for Learning Loss Set Aside and The Rest of The Allocation

Please briefly describe the impacts of COVID-19 on the district and its Pre-K through 12 students, including any relevant data where possible (e.g., cost impact, learning loss, emotional impact on students). If there has been a disproportionate impact on a special population in the district (e.g., students with disabilities, English Learners, students in foster care, students in poverty, etc.), please describe the impact and provide the number of Pre-K through 12 students in that population.

USD 423 Covid 19 has impacted all Moundridge learners. All students learned remotely from mid-March through May 2020. The remote option posed many challenges. The teachers were limited in the restraints of the new learning style. The accountability of learning for our students was difficult across the board.

Beginning 2020-2021. USD 423 chose to create a hybrid plan which kept students within the building as much as possible. Student learning data, social emotional needs, and parent input guided a hybrid plan which allowed students in school 4 days a week. And many students needing interventions received a 5th day. There were very few students who chose the remote option. Although the percentage fluctuated, it never went above 10 percent. In addition, quarantine situations impacted a majority of our students on and off throughout the entire school year.

Covid 19 impacted the social emotional needs of students, the District Leadership Team, BOE, and Administration chose to hire an additional social worker. This was used out of the general budget because the hire was meant to be long lasting. And the district didn't want to rely on the ESSER funds, and we had other major needs for ESSER funding.

USD 423 is and will continue the focus on two major areas through the use of ESSER III funding. Our primary focus will be the safety of all staff and students. In addition, our team is focusing on the learning loss which has impacted all students during this pandemic.

When looking at the safety of students we look at two areas. First, the material needs (masks, gloves, sanitizing, etc.), along with this we would like to look at some ventilation and health necessities.

Through our USD 423 budget funds, we implemented interventionists and long term subs during the 2020-2021 school year. This helped our students achieve during the start of Covid-19. This focus is geared towards #12 addressing learning loss among students. This is how USD 423 evolved to hire interventionists for this school year. The interventionists played a positive role within the education each and every student received at Moundridge USD 423. The data was more evident at the elementary level. This is where we had the majority of intervention assistance. Realizing this, USD 423 has chosen to use ESSER funding for additional interventionists to help with learning loss. We have witnessed first-hand how these interventionists positively impact our learning environment, and we want to grow this into the middle and high school. Our district is still seeing on average about 30-40% of our students not meeting benchmark in reading and math. These students then qualify for some type of intervention. For USD 423 we will be hiring an interventionist and an interventionist aide for this year. We used ESSER I and II for this. These two staff members will assist with the enhancement of academic programming, intervention planning, and most importantly providing explicit intervention support for grades 4-12. The interventionists will be using a valid and reliable assessment and curriculum for both reading and math. Specifically, we have used Aimsweb. Either this will continue, or we will be moving to another reliable tracking system such as FastBridge.

Addressing safety in the schools has many specifics we will focus on. The second focus is geared towards #15 developing strategies and implementing public health protocols. Our entire staff have gone above and beyond to verify the safety of all. We have lowered class size. In order to verify our policies, procedures, and protocol are happening, we will place more and more expectations, responsibilities, and stress upon our USD 423 staff. There are expectations that teachers are structuring classrooms in a way that students are spread out as much as possible. Staff will be working to ensure classrooms and supplies are clean. We have specific expectations about hand sanitizing and keeping distance between one another. Administration and staff are all the leaders and role models for everyone else. These plans can change at any given time, causing all staff to work above and beyond while facing the unknown. Lastly, staff are expected to follow our district plan. This plan is set forth by the Moundridge BOE with guidance from Administration, County Health Officials, and the CDC. It's a given that all staff are going to have to make pivots, modifications, and implementations throughout the 2021-2022 school year. With USD 423 expectations of going above and beyond, we will use some ESSER III funds for keeping staff as safe as possible. Furthermore, with the efforts all educators are putting forth, retaining good staff is important. We want to take care of the good staff that we have, keep them on our team, and look to hire new good staff. The pandemic has made this more and more difficult.

During this application I have referenced our plan (USD 423 Leading the Way 2021-2022) numerous times. There is complete alignment between the ESSER funds and our plan. Every purchase we make is specifically geared towards our plan. Our team has a checks and balances to make sure we are doing what's best for all involved at USD 423.

How the LEA will use the funds it reserves under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year? (Provide specific references to evidence-based interventions that meet one of the four tiers of evidence, as defined in Sec. 8101(21) of ESEA)

We will be able to reflect and evaluate this school year if our interventionists are working, and continue that for another year, or even two, depending on what the data says. We have chosen the route of interventionists because it's currently working at our elementary school. We have the data that shows the implementation has a positive impact towards learning. We now have the people hired, and we will monitor our academic growth data (Fastbridge/assessment scores/etc).

How the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act?

USD 423 will need to spend some of our ESSER III funds towards safety. Specifically, masks, gloves, sanitizers, and other material goods. In addition, we may look to do some implementation for cleaner air quality. Specifically within our shop classes. These purchases would all be extra to the interventionists we have hired. They will be explicitly working with our most at risk students to help with the academic impact of a global pandemic. If the data shows our interventionists are making a significant impact on academic growth for USD 423 students during 2021-2022, similarly to the growth our students made last year, we will continue this for two more years with the remaining funds.

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 be able to reflect and evaluate this school year if our interventionists are working, and continue that for another year, or even two, depending on what the data says. We have chosen the route of interventionists because it's currently working at our elementary school. We have the data that shows the implementation has a positive impact towards learning. We now have the people hired, and we will monitor our academic growth data (Fastbridge/assessment scores/etc).

Our interventionists will be prioritizing the student needs based on data. There will be a diverse variety of students working with the interventionists on skills. These skills will be taught explicitly, independently, or in sm

Allocations

| | Direct Allocation | True Up Allocation | Total Allocation | | 20% Minimum |
|-----------------------|-------------------|--------------------|------------------|-----------------------|-------------|
| ESSER III Allocations | \$323,231 | \$0 | \$323,231 | ESSER III Allocations | \$64,647 |
| Approved Total | \$0 | \$0 | \$0 | Approved Total | \$0 |
| Amount Left | \$323,231 | \$0 | \$323,231 | Amount Still Needed | \$64,647 |
| In Review Total | \$323,231 | \$0 | \$323,231 | In Review Total | \$249,300 |
| 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 |
|------------|-----------------|---------------|---------------|-------------|---------------|--------------------|-------------------|
| 423-3-0001 | Direct | True | 1000 | 110 | 12 | \$200,000 | Task Force Review |
| 423-3-0002 | Direct | True | 1000 | 210 | 12 | \$35,000 | Task Force Review |
| 423-3-0003 | Direct | True | 1000 | 220 | 12 | \$13,500 | Task Force Review |
| 423-3-0004 | Direct | True | 1000 | 260 | 12 | \$800 | Task Force Review |
| 423-3-0005 | Direct | False | 1000 | 125 | 12 | \$38,000 | Task Force Review |
| 423-3-0006 | Direct | False | 1000 | 210 | 12 | \$8,750 | Task Force Review |
| 423-3-0007 | Direct | False | 1000 | 110 | 16 | \$17,181 | Task Force Review |
| 423-3-0008 | Direct | False | 1000 | 120 | 16 | \$10,000 | Task Force Review |

Line Item Details

Line Item ID: 423-3-0001

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 Teacher Salary

Account Number

19-1000-110-600

Function Code

1000 - Instruction

Object Code

110 - Regular Certified Salaries

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$100,000**Budgeted Expenditures in SFY 2024** \$100,000**Total Expenditures** \$200,000**Status**

Task Force Review

Line Item Comment from KSDE

Per narrative, Our district is still seeing on average about 30-40% of our students not meeting benchmark in reading and math. These students then qualify for some type of intervention. For USD 423 we will be hiring an interventionist and an interventionist aide for this year. We used ESSER I and II for this. These two staff members will assist with the enhancement of academic programming, intervention planning, and most importantly providing explicit intervention support for grades 4-12. The interventionists will be using a valid and reliable assessment and curriculum for both reading and math.

Line Item ID: 423-3-0002

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

Health Insurance - COVID

Account Number

19-1000-210-600

Function Code

1000 - Instruction

Object Code

210 - Group Insurance

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$17,500**Budgeted Expenditures in SFY 2024** \$17,500**Total Expenditures** \$35,000**Status**

Task Force Review

Line Item Comment from KSDE

KSDE has not confirmed the ESEA Evidence level for 20% set aside activities. Each district is responsible for documenting the evidence base and verifying that it meets the Evidence Based criteria as defined in ESEA.

Line Item ID: 423-3-0003

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

Instruction-Soc Sec Teachers

Account Number

19-1000-220-600

Function Code

1000 - Instruction

Object Code

220 - Social Security Contributions

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$0

Budgeted Expenditures in SFY 2023

\$6,750

Budgeted Expenditures in SFY 2024

\$6,750

Total Expenditures\$13,500**Status**

Task Force Review

Line Item ID: 423-3-0004

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

Unemployment Ins-teachers

Account Number

19-1000-260-600

Function Code

1000 - Instruction

Object Code

260 - Unemployment Compensation

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$0

Budgeted Expenditures in SFY 2023

\$400

Budgeted Expenditures in SFY 2024

\$400

Total Expenditures\$800**Status**

Task Force Review

Line Item ID: 423-3-0005

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

COVID Substitute

Account Number

19-1000-125-600

Function Code

1000 - Instruction

Object Code

125 - Temporary Salaries for Non-Certified Staff

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$0

Budgeted Expenditures in SFY 2023

\$38,000

Budgeted Expenditures in SFY 2024

\$0

Total Expenditures

\$38,000

Status

Task Force Review

Line Item Comment from KSDE

Per applicant, to cover periods for staff out due to Covid.

Line Item ID: 423-3-0006

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

Health Insurance - COVID

Account Number

19-1000-210-600

Function Code

1000 - Instruction

Object Code

210 - Group Insurance

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$0

Budgeted Expenditures in SFY 2023

\$8,750

Budgeted Expenditures in SFY 2024

\$0

Total Expenditures

\$8,750

Status

Task Force Review

Line Item ID: 423-3-0007

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 Teacher Salary

Account Number

19-1000-110-600

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.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$0

Budgeted Expenditures in SFY 2023

\$17,181

Budgeted Expenditures in SFY 2024

\$0

Total Expenditures\$17,181**Status**

Task Force Review

Line Item Comment from KSDE

Per applicant, The staff agreed to extra duties, specifically when we are short staffed in the maintenance department. Our plan was approved, and it's revisited by the Board of Education monthly with any changes approved. In the past, we allotted \$1,000 per staff member, but we only utilized \$500 per staff member. We do know the hardships Covid has placed on our teachers. The premium pay helps staff approach teaching students while dealing with the Covid pandemic. It's difficult to quantify an amount for every staff member because everyone is doing differing amounts. This is how we came to the decision of making it \$500 instead of \$1,000. It's a way to keep morale high and show support for teachers and staff as we collaboratively navigate the journey together.

Line Item ID: 423-3-0008

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

NON-CERT SLRY

Account Number

19-1000-120-600

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.

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 Comment from KSDE

See Row 7.

ESSER III APPLICATION FOR D0430

Status

Task Force Review

KSDE Application Comments

Stakeholder Engagement Feedback -

For Subgroups - What did the subgroups listed in the question have to say about the ESSER funds? EL, Migrant, homeless, etc.

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> |
|----------------------------|---------------------------------------|---------------------------------------|
| South Brown County | 522 Central Ave, Horton, KS 664391696 | 522 Central Ave, Horton, KS 664391696 |
| <u>Superintendent Name</u> | <u>Superintendent E-mail Address</u> | <u>Superintendent Phone Number</u> |
| Jason Cline | clinej@usd430.org | (785) 486-2611 |

Authorized Representative of the District Information

| <u>Name</u> | <u>Position of Title</u> | <u>E-mail Address</u> | <u>Phone Number</u> |
|---|---|-----------------------|---------------------|
| Jason Cline | Superintendent | clinej@usd430.org | (785) 486-2611 |
| <u>Other District Representative 1 - Name</u> | <u>Other District Representative 1 - E-mail Address</u> | | |
| Melanie Schmitt | schmittm@usd430.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/1Tog2aLMWYVlia4kTipJS_Ka6ncYby-UfWctRYY0DE-0/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?

The South Brown County School District, USD 430 wishes to allocate ESSER III Relief funds in a variety of manners in order to support students in all of the core areas: Academic, Social-Emotional, Behavioral, Health, and Environment.

USD 430, has designed more than 32% of ESSER III Funds to address learning loss for all of our students. After careful review of the academic data for the past two school years, the staff at South Brown County has identified some instructional gaps that need to be remedied due to the pandemic as it relates to curriculum and instruction. We are planning on addressing our needs by enhancing the current curriculum across the spectrum for our students. We will be using research based practices, reviewing data, and using the tools and resources we have learned through TASN to help us in adopting a curriculum that will be geared to our students needs. We have plans to continue with our Summer School Program which was started the summer of 2021, along with maintaining our afterschool program for grades K-6. We have set aside funds to help with the rising cost of before and after school tutoring availability for all students, especially in grades 7-12.

We are looking to continue with the additional positions that will address our most struggling students by keeping our Student Interventionist positions at all schools along with a district wide Academic Interventionist. Prior to the pandemic USD 430 employed 2 full time nurses. In order to offset the workload and safety of our students and staff we were able to hire an additional part-time nurse. We will continue to use ESSER funds to employ a part-time nurse for our district. At the high school level we have created an additional position for a College Career Advisor. The above positions were created based on our data, students needs, parents concerns, and teachers support.

Throughout the pandemic, USD 430 has spent a significant amount of time and resources in updating our technology and training teachers and students. Knowing that technology is always evolving, USD 430 has set aside ESSER III funds to help continue with technology upgrades, professional development and utilization of resources to meet the needs of our students.

USD 430 has plans in place to replace windows at the middle school and elementary schools. Currently, our windows are non operable and do not allow for fresh air within the classroom. As part of our return to learning plan we recognize the importance of allowing fresh air within the classrooms per CDC Guidelines. Currently, several teachers can not allow fresh air in the rooms because the windows throughout both the elementary and middle school will not operate or are not safe to open.

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 google form survey for all stakeholders in our district on November 8th and again on February 14th. The survey was sent out via social media, community text caster and on the district website. On February 9th the Superintendent met with with student council groups in the high school and middle school to determine their highest levels of need for pandemic related instruction and support. Of the respondents that completed the survey 8% were students that completed the survey each time. The following supports received the most interest from our students:

Afterschool Tutoring - Summer Learning Programs - Expand Social Emotional and Mental Health Services

Survey Results Link: <https://www.usd430.org/page/esser-iii>

Families

In developing our ESSER plan, we conducted a google form survey for all stakeholders in our district on November 8th and again on February 14th. The survey was sent out via social media, community text caster and on the district website. We have worked closely with our families in developing our ESSER support plan by conducting the parent/community google surveys and also engaging with our building and district leadership team. Our survey had 87 responses with the breakdown as follows: 8% students, 64.4% Parents or Guardians, 36.8% School Staff Members, 3.4% Native American, 6.9%

Self/Parent/Guardian/Representative for a child with disabilities, 2.3% Self/Parent/Guardian/Representative for a child who is in foster care and 1.1% Self/Parent/Guardian/Representative for a child who is underserved. Through those surveys and conversations, it was clear that parents are most interested in seeing the following items show up in our ESSER plan:

Expand Social Emotional and Mental Health Services - Additional staff for academic interventions - Additional behavioral intervention services.

Survey Results Link: <https://www.usd430.org/page/esser-iii>

School and District Administrators including Special Education Administration

Our administrative team meets weekly to review the needs of our student and staff populations both at the building and district level. Our admin team consist of 3 Building Principals, Curriculum Director, Superintendent and Special Education Director. These meetings have recently 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: Extended learning opportunities (afterschool and summer programs) - Facility upgrades for student health - Additional behavior supports.

You will see that this information plays a prominent role in our ESSER plan.

Survey Results Link: <https://www.usd430.org/page/esser-iii>

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. Along with a google form that was sent to survey Teachers, Principals and all other staff in the district. Many collaborative conversations where held with the District Leadership Team, Building Leadership Teams, Grade Level meetings, and Faculty meetings. Highlights of these collaborative conversations include:

Interventions for our students -- Really Great Reading, Fastbridge Interventions

Change in assessment program -- adoption of Fastbridge for the 2022-23 school year

Interventions for our at-risk students, with TASN advising

Updating resources throughout the district

Core resources , Intervention resources, Supplementary resources , Expanding the CTE pathways at the high school level

Internship program and Facility upgrades for student health

Tribes

We continually work with the Kickapoo tribe closely as they are in our district. We reached out to the Kickapoo tribe in our region with a google survey to seek feedback regarding suggestions to best meet the needs of Native American students. We also gathered information and feedback during our local monthly JOM (Johnson O'Malley) meeting and on February 15, 2022 we held a meeting with the Kickapoo Tribal Council. From the results of the survey and the discussions at the meetings these where the three items they felt were most important.

1. Expand Social-Emotional and Mental Health services
2. Expand learning opportunities - afterschool and summer learning
3. Facility upgrades to improve student health

Our ESSER plan includes these suggestions based on this feedback to best meet the needs of our students.

Survey Results Link: <https://www.usd430.org/page/esser-iii>

Civil Rights Organization including Disability Rights Organizations

We reached out to the Kansas ACLU and to the Kansas NAACP civil rights in our state/region with a google survey to seek feedback regarding suggestions to best meet the needs of our students. On March 29, 2022 we received an email from ACLU of Kansas referring us to resources to ensure that our staff is trained and informed about serving all students especially those in need. As we research those resources, we will also implement the following supports which we believe will benefit all populations of our students:

Extending Learning Opportunities - Afterschool and Summer Programs

Expand Social Emotional and Mental Health Services

Additional personnel for academic intervention

Stakeholders representing the interests of children with disabilities, English Learners, children experiencing homelessness, children in foster care, migratory students, children who are incarcerated, and other underserved students

We conducted a google form survey for all stakeholders in our district on November 8th and again on February 14th. The survey was sent out via social media, community text caster and on the district website. It was also sent out in an email to all staff members in our district. We have worked closely with our families in developing our ESSER support plan by conducting the parent/community google surveys and also engaging with our building and district leadership teams, Special Education Teachers, and Counselors. Our survey had 87 responses with the breakdown as follows: 8% students, 64.4% Parents or Guardians, 36.8% School Staff Members, 3.4% Native American, 6.9% Self/Parent/Guardian/Representative for a child with disabilities, 2.3% Self/Parent/Guardian/Representative for a a child who is in foster care and 1.1% Self/Parent/Guardian/Representative for a child who is underserved. Of the 87 responses the results of what they would like to consider were as followed: 39.3% Summer Learning Programs, 41.6% After School Tutoring, 50.6% for both Additional Personnel and Staff Support and Additional Behavior Support and interventions, 30.3% Additional Instructional materials and resources (software, textbooks, curriculum, etc.) 53.9% Expand Social and Emotional Learning and mental health services, 44.9% Provide additional technology for student use, 28.1% Offering additional extra-curricular activities , 32.6% Offering more teacher professional development to support teacher growth, 16.9% Purchasing additional supplies to sanitize and clean facilities, 42.7% Facility upgrades that support student health needs and 1.1% for other.

Even though the amount of people responding in this category was minimal, their responses were not different from other community members. Additionally, we have reviewed our student information system and other internal records to confirm that our underserved student groups, such as EL, Migrant, homeless, and foster care, were represented. Where applicable and to ensure representation and inclusion, we have also conducted follow up phone calls to receive feedback and input. Given all of the feedback we received, it was clear that the common following supports were most needed:

Additional Academic Interventions

Behavioral Support

Additional Learning Opportunities - Summer and Afterschool programs

You will see that these suggestions are reflective in the plan we developed.

Survey Results Link: <https://www.usd430.org/page/esser-iii>

Provide the public the opportunity to provide input and take such input into account

On November 8th and February 14th we reached out to the community with a google survey. The google survey was sent out via our social media presence and our district website. On February 8, 2022 the Superintendent attended the community senior citizen center to talk about ESSER and inform them of an upcoming survey. Through the survey, the following supports were most suggested.

Additional Learning Opportunities

Academic Interventions

Parent Support

Survey Results Link: <https://www.usd430.org/page/esser-iii>

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.

South Brown County Schools is a small, rural district serving PK-12th grade students. Prior to the COVID-19 pandemic, our academic scores - benchmark, Kansas Assessments were on the rise. We began implementing MTSS in the Fall of 2019, and were seeing promising results. In the Spring of 2020, we had to reevaluate what our students' needs were. Being a rural community with a low Socio-Economic Status, we had several students that were lacking the equipment and services that would allow a smooth transition to online learning. With the help of the LiNK grant and our local communications company, Rainbow Communications, we were able to mitigate some of the barriers to our students' continued learning.

When returning to the buildings in the Fall of 2020, our staff were bracing for the results of our benchmark testing. Our expectations became reality, when the data revealed a greater gap. This gap is also evidenced in our accountability report, which portrays leveled results in Math and Reading, while Science took an extensive drop.

While staff continued working with the MTSS protocols, we are still working with the after and current effects of COVID-19. During the 2020-21 school year we sustained over 400 quarantines, which changed the course of interventions, core resources, and teacher effectiveness. The growth through that year was evident through a small increase for Kansas Assessments in Math and Reading, but not so in Science. This past year, 2021-22, the COVID-19 protocols have lessened, and we have had a large decrease in quarantines affecting both teachers and students. We continue to work through the intervention process, but students are needing more intervention -- academically, emotionally, and socially.

In the 2020-21 school year, we offered remote services, throughout the school year we had 20-40 students learning at home while their peers were in the buildings. This placed a strain on the teaching staff. At the elementary level, we had the opportunity to have a single teacher take those online students. Unfortunately, that would not work well for our middle or high school buildings, requiring our staff to teach both in person and online.

In addition, our student numbers have increased since the 2019-2020 school year. During the pandemic various area schools have had tension regarding masks, while our school board left the choice to the parents and families. This resulted in some families relocating to our district. This has resulted in purchasing additional resources and the change of staff assignments in order to follow COVID-19 protocols.

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)

Afterschool Program

Evidence suggests a positive impact with the use of early interventions when students are not progressing is important. Intervening early with struggling schools and students is intuitive, and the use of frequent formative assessments towards this end is well-supported by research (Hattie, 2016; Zavadasky, 2013). As such, we will implement an after school program that seeks to serve students in grades K-5 to leverage the impact of early interventions on students affected by learning loss to due to the COVID-19 pandemic. Evidence Review and Effective Practice -

<http://www.centeril.org/resources/EvidenceReviewandEffectivePracticesBriefs.pdf>

Evidence Based Practices -

https://www.ksde.org/Portals/0/ECSETS/BestPractices/KSDE_Approved_List_Evidence_Based_Practices_Programs.pdf

\$64,000

Summer Learning Program

Evidence suggests that a summer learning program will help prevent a summer learning loss. Results revealed that summer programs focusing on remedial, accelerated, or enriched learning had a positive impact on the knowledge and skills of participants.

Summer Learning Loss/The Problem and Some Solutions - <https://eric.ed.gov/?id=ED475391>

Evidence Based Practices -

https://www.ksde.org/Portals/0/ECSETS/BestPractices/KSDE_Approved_List_Evidence_Based_Practices_Programs.pdf

\$67,500

Student Interventionist

Evidence suggests that early intervention best serves students. Having interventionist working within our MTSS protocols

allows smaller group numbers, which in turn allows teachers to meet the needs of our students.
RTI/MTSS Intervention - <https://bestevidence.org/2021/02/19/special-and-remedial-education/>
\$53,880

Academic Interventionist

Instructional Coach for PK-12 staff

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

Instructional Coaching Evidence

\$21,490

College & Career Advisor

A college and career counselor for our high school students to prepare for postsecondary success.

Based on the understanding that many postsecondary students didn't show up to college during the pandemic, we would like focus time and energy into ensuring that Horton High School students leave high school focused and ready per Kansas State Board Outcomes.

Success Kansas High School Graduate - <https://www.ksde.org/Agency/Division-of-Learning-Services/Teacher-Licensure-and-Accreditation/KESA/Resources/Board-Outcome>

\$14,720

Intervention Resources

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:

Really Great Reading

Heggerty

Barton Reading

We are in the process of purchasing intervention resources for mathematics. We will be using the WWC as well as KSDE Evidence Based Practices to make the determination of programs/resources.

Literacy Intervention - <https://ies.ed.gov/ncee/wwc/FWW/Results?filters=,Literacy>

KSDE - Evidence Based Practices -

https://www.ksde.org/Portals/0/ECSETS/BestPractices/KSDE_Approved_List_Evidence_Based_Practices_Programs.pdf

\$8,000

SEL Curriculum/Resources

Systemic SEL is an approach to create equitable learning conditions that actively involve all Pre-K to Grade 12 students in learning and practicing social, emotional, and academic competencies. We are looking to adopt updated SEL resources, the resources that will be of best use:

CASEL

Wallace Report

CASEL - <https://pg.casel.org/>

Wallace Report - <https://www.wallacefoundation.org/knowledge-center/pages/navigating-social-and-emotional-learning-from-the-inside-out.aspx>

\$45,000

Updating Core Resources

Throughout the life of these funds, we will be updating our core resources. As we do so, we will be using edReports, WWC, as well as KSDE's Evidence Based Practices.

What Works Clearinghouse - <https://ies.ed.gov/ncee/wwc/>

KSDE - Evidence Based Practices -

https://www.ksde.org/Portals/0/ECSETS/BestPractices/KSDE_Approved_List_Evidence_Based_Practices_Programs.pdf

edReports - <https://www.edreports.org/>

\$120,000

How the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act?

The remainder of the funds will be spent on updating technology throughout the district.

Updating the windows in both our elementary and middle schools to ensure that our students' adequate fresh air is addressed.

Additional staff as needed.

Mental Health Services for our students and staff.

How the LEA will ensure that the interventions it implements, including but not limited to the interventions under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time, will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students disproportionately impacted by the COVID-19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students.

Any and all interventions through these dollars for the South Brown County Schools have been directly tied to prevention of the spread of COVID-19 virus OR to fill the academic, social-emotional or behavioral gaps that were a result of the pandemic. The district will utilize data to monitor and track students progress in all core areas - Academic, Social-Emotional, and Student Behavior.

We will follow protocols and use the following informal and formal assessments:

Fastbridge - reading, math, SAEBRS, mySAEBRS, progress monitoring

PAST (Phonological Awareness Skills Test)

QPS (Quick Phonics Screener)

Kansas State Assessment

SEL Lessons

Teacher/MTSS Interventions

Allocations

| | Direct Allocation | True Up Allocation | Total Allocation | | 20% Minimum |
|-----------------------|-------------------|--------------------|------------------|-----------------------|-------------|
| ESSER III Allocations | \$1,334,139 | \$0 | \$1,334,139 | ESSER III Allocations | \$266,828 |
| Approved Total | \$0 | \$0 | \$0 | Approved Total | \$0 |
| Amount Left | \$1,334,139 | \$0 | \$1,334,139 | Amount Still Needed | \$266,828 |
| In Review Total | \$1,334,139 | \$0 | \$1,334,139 | In Review Total | \$370,202 |
| 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 |
|------------|-----------------|---------------|---------------|-------------|---------------|--------------------|-------------------|
| 430-3-0001 | Direct | True | 1000 | 110 | 11A | \$33,400 | Task Force Review |
| 430-3-0002 | Direct | True | 1000 | 120 | 11A | \$18,500 | Task Force Review |
| 430-3-0003 | Direct | True | 1000 | 600 | 11A | \$2,000 | Task Force Review |
| 430-3-0004 | Direct | True | 2710 | 120 | 11A | \$4,000 | Task Force Review |
| 430-3-0005 | Direct | True | 2134 | 120 | 11A | \$5,000 | Task Force Review |
| 430-3-0006 | Direct | True | 1000 | 220 | 11A | \$4,600 | Task Force Review |
| 430-3-0007 | Direct | True | 1000 | 110 | 11B | \$36,000 | Task Force Review |
| 430-3-0008 | Direct | True | 1000 | 120 | 11B | \$21,600 | Task Force Review |
| 430-3-0009 | Direct | True | 1000 | 600 | 11B | \$2,000 | Task Force Review |
| 430-3-0010 | Direct | True | 1000 | 220 | 11B | \$4,400 | Task Force Review |
| 430-3-0011 | Direct | False | 1000 | 600 | 10 | \$45,000 | Task Force Review |
| 430-3-0012 | Direct | True | 1000 | 110 | 12 | \$55,490 | Task Force Review |
| 430-3-0013 | Direct | True | 1000 | 110 | 12 | \$11,000 | Task Force Review |
| 430-3-0014 | Direct | True | 1000 | 220 | 12 | \$7,380 | Task Force Review |
| 430-3-0015 | Direct | True | 1000 | 110 | 16 | \$13,720 | Task Force Review |
| 430-3-0016 | Direct | False | 2134 | 120 | 16 | \$6,384 | Task Force Review |
| 430-3-0017 | Direct | False | 2600 | 460 | 13 | \$588,843 | Task Force Review |
| 430-3-0018 | Direct | False | 1000 | 290 | 10 | \$6,000 | Task Force Review |
| 430-3-0019 | Direct | True | 1000 | 600 | 12 | \$105,000 | Task Force Review |
| 430-3-0020 | Direct | True | 1000 | 600 | 12 | \$2,112 | Task Force Review |
| 430-3-0021 | Direct | True | 1000 | 600 | 12 | \$8,000 | Task Force Review |
| 430-3-0022 | Direct | True | 1000 | 600 | 12 | \$21,000 | Task Force Review |
| 430-3-0023 | Direct | True | 1000 | 600 | 12 | \$15,000 | Task Force Review |
| 430-3-0024 | Direct | False | 2230 | 730 | 9 | \$307,710 | Task Force Review |
| 430-3-0025 | Direct | False | 2100 | 300 | 10 | \$10,000 | Task Force Review |

Line Item Details

Line Item ID: 430-3-0001

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

Cert.Summer School

Account Number

59425

Function Code

1000 - Instruction

Object Code

110 - Regular Certified Salaries

Allowable Use

11A - Planning and implementing summer learning or enrichment programs.

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$16,700**Budgeted Expenditures in SFY 2024** \$16,700**Total Expenditures** \$33,400**Status**

Task Force Review

Line Item ID: 430-3-0002

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

Non-Cert Summer School

Account Number

59475

Function Code

1000 - Instruction

Object Code

120 - Regular Non-Certified Salaries

Allowable Use

11A - Planning and implementing summer learning or enrichment programs.

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$9,250**Budgeted Expenditures in SFY 2024** \$9,250**Total Expenditures** \$18,500**Status**

Task Force Review

Line Item ID: 430-3-0003

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

Instruction

Account Number

59665

Function Code

1000 - Instruction

Object Code

600 - SUPPLIES AND MATERIALS

Allowable Use

11A - Planning and implementing summer learning or enrichment programs.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$0

Budgeted Expenditures in SFY 2023

\$1,000

Budgeted Expenditures in SFY 2024

\$1,000

Total Expenditures

\$2,000

Status

Task Force Review

Line Item ID: 430-3-0004

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

Bus Driver Salary

Account Number

59575

Function Code

2710 - Vehicle Operation

Object Code

120 - Regular Non-Certified Salaries

Allowable Use

11A - Planning and implementing summer learning or enrichment 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

\$4,000

Status

Task Force Review

Line Item ID: 430-3-0005

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

Nurse Salary

Account Number

59525

Function Code

2134 - Nursing Services

Object Code

120 - Regular Non-Certified Salaries

Allowable Use

11A - Planning and implementing summer learning or enrichment programs.

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: 430-3-0006

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

Social Security

Account Number

59600

Function Code

1000 - Instruction

Object Code

220 - Social Security Contributions

Allowable Use

11A - Planning and implementing summer learning or enrichment programs.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$0

Budgeted Expenditures in SFY 2023

\$2,300

Budgeted Expenditures in SFY 2024

\$2,300

Total Expenditures

\$4,600

Status

Task Force Review

Line Item ID: 430-3-0007

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

59450

Function Code

1000 - Instruction

Object Code

110 - Regular Certified Salaries

Allowable Use

11B - Planning and implementing supplemental after-school programs.

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: 430-3-0008

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

Non Certified Salary

Account Number

59500

Function Code

1000 - Instruction

Object Code

120 - Regular Non-Certified Salaries

Allowable Use

11B - Planning and implementing supplemental after-school programs.

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$10,800**Budgeted Expenditures in SFY 2024** \$10,800**Total Expenditures** \$21,600**Status**

Task Force Review

Line Item ID: 430-3-0009

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

Instruction

Account Number

59665

Function Code

1000 - Instruction

Object Code

600 - SUPPLIES AND MATERIALS

Allowable Use

11B - Planning and implementing supplemental after-school programs.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$0

Budgeted Expenditures in SFY 2023

\$1,000

Budgeted Expenditures in SFY 2024

\$1,000

Total Expenditures

\$2,000

Status

Task Force Review

Line Item ID: 430-3-0010

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

59600

Function Code

1000 - Instruction

Object Code

220 - Social Security Contributions

Allowable Use

11B - Planning and implementing supplemental after-school programs.

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

\$4,400

Status

Task Force Review

Line Item ID: 430-3-0011

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

Account Number

59665

Function Code

1000 - Instruction

Object Code

600 - SUPPLIES AND MATERIALS

Allowable Use

10 - Providing mental health services and supports.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$0

Budgeted Expenditures in SFY 2023

\$45,000

Budgeted Expenditures in SFY 2024

\$0

Total Expenditures

\$45,000

Status

Task Force Review

Line Item ID: 430-3-0012

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

Certified Salary

Account Number

59450

Function Code

1000 - Instruction

Object Code

110 - Regular Certified Salaries

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$0

Budgeted Expenditures in SFY 2023

\$55,490

Budgeted Expenditures in SFY 2024

\$0

Total Expenditures

\$55,490

Status

Task Force Review

Line Item ID: 430-3-0013

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

Certified Salary

Account Number

59450

Function Code

1000 - Instruction

Object Code

110 - Regular Certified Salaries

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$0

Budgeted Expenditures in SFY 2023

\$11,000

Budgeted Expenditures in SFY 2024

\$0

Total Expenditures

\$11,000

Status

Task Force Review

Line Item ID: 430-3-0014

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

Social Security

Account Number

59600

Function Code

1000 - Instruction

Object Code

220 - Social Security Contributions

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$0

Budgeted Expenditures in SFY 2023

\$7,380

Budgeted Expenditures in SFY 2024

\$0

Total Expenditures

\$7,380

Status

Task Force Review

Line Item ID: 430-3-0015

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

Certified Salary

Account Number

59450

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.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$0

Budgeted Expenditures in SFY 2023

\$13,720

Budgeted Expenditures in SFY 2024

\$0

Total Expenditures

\$13,720

Status

Task Force Review

Line Item ID: 430-3-0016

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 Salary

Account Number

59525

Function Code

2134 - Nursing Services

Object Code

120 - Regular Non-Certified Salaries

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$0

Budgeted Expenditures in SFY 2023

\$6,384

Budgeted Expenditures in SFY 2024

\$0

Total Expenditures

\$6,384

Status

Task Force Review

Line Item ID: 430-3-0017

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

Bldg Repairs / Improvements

Account Number

59700

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.

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$588,843**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$588,843**Status**

Task Force Review

Line Item Comment from KSDE

Allowable if CDC guidelines are met. Capital Improvement documentation required.

Line Item ID: 430-3-0018

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

Emp Asst Program

Account Number

59555

Function Code

1000 - Instruction

Object Code

290 - Other Employee Benefits

Allowable Use

10 - Providing mental health services and supports.

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: 430-3-0019

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

Account Number

59665

Function Code

1000 - Instruction

Object Code

600 - SUPPLIES AND MATERIALS

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$0

Budgeted Expenditures in SFY 2023

\$50,000

Budgeted Expenditures in SFY 2024

\$55,000

Total Expenditures

\$105,000

Status

Task Force Review

Line Item ID: 430-3-0020

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

Instruction

Account Number

59665

Function Code

1000 - Instruction

Object Code

600 - SUPPLIES AND MATERIALS

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$0

Budgeted Expenditures in SFY 2023

\$2,112

Budgeted Expenditures in SFY 2024

\$0

Total Expenditures

\$2,112

Status

Task Force Review

Line Item ID: 430-3-0021

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

Instruction

Account Number

59665

Function Code

1000 - Instruction

Object Code

600 - SUPPLIES AND MATERIALS

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

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

\$8,000

Status

Task Force Review

Line Item ID: 430-3-0022

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

Instruction

Account Number

59665

Function Code

1000 - Instruction

Object Code

600 - SUPPLIES AND MATERIALS

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$0

Budgeted Expenditures in SFY 2023

\$10,500

Budgeted Expenditures in SFY 2024

\$10,500

Total Expenditures

\$21,000

Status

Task Force Review

Line Item Comment from KSDE

Please specify the Intervention Resources.

Line Item ID: 430-3-0023

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

Instruction

Account Number

59665

Function Code

1000 - Instruction

Object Code

600 - SUPPLIES AND MATERIALS

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

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 Comment from KSDE

Please identify curriculum used and explain how it impacts subgroups

Line Item ID: 430-3-0024

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

Technology Equipment

Account Number

59800

Function Code

2230 -

Object Code

730 - Equipment

Allowable Use

9 - Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$0

Budgeted Expenditures in SFY 2023

\$0

Budgeted Expenditures in SFY 2024

\$307,710

Total Expenditures

\$307,710

Status

Task Force Review

Line Item Comment from KSDE

Please provide a COVID tie. Please provide numbers of items and specific costs.

Line Item ID: 430-3-0025

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

Student Services

Account Number

59670

Function Code

2100 - Support Services (Students)

Object Code

300 - PURCHASED PROFESSIONAL
AND TECHNICAL SERVICES

Allowable Use

10 - Providing mental health services
and supports.

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

ESSER III APPLICATION FOR D0507

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> |
| Satanta | 100 Caddo, Satanta, KS 678700279 | Box 279, Satanta, KS 678700279 |
| <u>Superintendent Name</u> | <u>Superintendent E-mail Address</u> | <u>Superintendent Phone Number</u> |
| Mike Ward | mward@usd507.org | (620) 649-2234 |

Authorized Representative of the District Information

| | | | |
|--|---------------------------------|--|----------------------------|
| <u>Name</u> | <u>Position of Title</u> | <u>E-mail Address</u> | <u>Phone Number</u> |
| Garrett Moreno | Board Clerk | gmoreno@usd507.org | (620) 649-2234 |
| <u>Other District Representative 1 - Name</u> | | <u>Other District Representative 1 - E-mail Address</u> | |
| Mike Ward | | mward@usd507.org | |
| <u>Other District Representative 2 - Name</u> | | <u>Other District Representative 2 - E-mail Address</u> | |

Plan for Safe Return

Please paste a direct link of your school district's safe return plan that is posted on your website.

<https://www.usd507.org/vnews/display.v/ART/61ae186b99dfe>

Use of Funds for CDC Guidance

How will the funds be used to implement prevention and mitigation strategies that are, to the greatest extent practicable, consistent with the most recent CDC guidance on reopening schools, in order to continuously and safely open and operate schools for in-person learning?

We plan to use ESSER funds to purchase cleaning supplies, masks, and MERV 13 filters to ensure a safe, sanitary environment for in-person learning. Additionally, we are providing maintenance personnel extra duty compensation for additional time and effort spent sanitizing school facilities. Finally, we are using ESSER funds to pay for a school nurse to administer a Covid testing program, monitor Covid levels, provide health care for students in the building, determine which students need to be sent home from school, and communicate isolation and quarantine guidelines with families.

Stakeholder Engagement

Engaging in Meaningful Consultation with Stakeholders (Please describe the ways you meaningfully consulted with each group listed below as part of the development of the district ESSER III Plan)

Students

We conducted a survey of students and held focus groups during students' enrichment classes. The following supports received the highest level of interest from students:

1. After-school programs
2. Materials for intervention

Other suggestions included more snacks, new uniforms, turf for the football field, additional student activities, more counselors, improved wifi, and upgraded facilities.

Our ESSER plan takes these recommendations into consideration, and their needs are included in the plan.

Families

We partnered with the Liberal Area Coalition for Families to survey families. We made a survey available at parent teacher conferences, with a \$5 gift card incentive for parents who participated. All of the parents who attended conferences completed the survey. We also made the survey available on Facebook for parents who did not attend conferences. Additionally, we reached out to parents through PTO, parent teacher conferences, and other school events to seek family input. The following supports received the highest levels of interest from parents:

1. Summer school
2. After-school programming
3. Social-emotional support

Our ESSER plan takes these recommendations into consideration, and their needs are included in the plan.

School and District Administrators including Special Education Administration

School and district administrators were part of the ESSER application process. They identified and prioritized needs and assisted with budgeting. They also submitted input via the survey. We coordinated with administrators from High Plains Educational Cooperative to ensure that our services aligned with their goals and programs. The following supports received the highest levels of interest from administrators:

1. Materials/programs for remediation
2. Summer school
3. After school programming
4. Social-emotional supports

Our ESSER plan takes these recommendations into consideration, and their needs are included in the plan.

Teachers, Principals, School leaders, other Educators, School Staff and their Unions

Teachers and staff members were given the opportunity to provide input on needs and priorities as well as make specific recommendations and requests. The Satanta Teachers Association was informed of budgeting decisions and given the opportunity to provide feedback. Principals prioritized teachers' requests and assisted with the application process.

The following supports received the highest level of interest from teachers and principals:

1. Materials/programs/technology for remediation
2. After school programming
3. Summer school
4. Social-emotional supports

Our ESSER plan takes these recommendations into consideration, and their needs are included in the plan.

Tribes

Tribal representatives were given the opportunity to complete the ESSER survey. District representatives met with a tribal representative who lives in Satanta and is a parent to three USD 507 students. The following suggestions were made by the tribal representative:

1. Provide meal delivery for families who are quarantining or isolating due to Covid
2. Summer school
3. After school programming

Our ESSER plan takes these recommendations into consideration, and their needs are included in the plan.

Civil Rights Organization including Disability Rights Organizations

We contacted the following Kansas organizations to representatives to complete the ESSER survey:

ACLU Kansas
Kansas Human Rights Commission
Kansas Action for Children
Disability Rights Center of Kansas
Kansas NAACP
United Way
Kansas Disability Resources and Advocacy Organizations

We received a reply from Kansas Disability Resources and Advocacy Organizations and ACLU Kansas.

We ensured that the parents of students with disabilities completed the ESSER survey, and we met individually with parents of children with disabilities to solicit input.

The following supports received the highest level of support:

1. Summer school

Our ESSER plan takes these recommendations into consideration, and their needs are included in the plan.

Stakeholders representing the interests of children with disabilities, English Learners, children experiencing homelessness, children in foster care, migratory students, children who are incarcerated, and other underserved students

We collaborated with our special education teachers, High Plains Educational Cooperative administrators, the school counselor, and other supporting organizations (such as Western Kansas Child Advocacy Center and DCF) to ensure that our budget decisions aligned with the needs of all students. Our principals, SRO, and counselors meet monthly with representatives from DCF, St. Francis, WKCA, Haskell County Sheriff's Department, and the Haskell County attorney to discuss the needs of at-risk students. We sought input from teachers and parents of ELL students, students with disabilities, and at-risk students as part of our decision-making process. Our migrant coordinator and homeless liaisons provided input, as did our school resource officer and counselor. We specifically reached out to parents who represent these groups for one-on-one conversations and to ensure that they completed the ESSER survey.

The following supports received the highest level of support:

1. Summer school
2. Social-emotional supports
3. After-school programming

Our ESSER plan takes these recommendations into consideration, and their needs are included in the plan.

Provide the public the opportunity to provide input and take such input into account

We made our needs assessment available to the general public so they could provide feedback on community priorities. We also discussed our ESSER application at board of education meetings, Chamber of Commerce luncheons, and PTO meetings.

Use of Funds for Learning Loss Set Aside and The Rest of The Allocation

Please briefly describe the impacts of COVID-19 on the district and its Pre-K through 12 students, including any relevant data where possible (e.g., cost impact, learning loss, emotional impact on students). If there has been a disproportionate impact on a special population in the district (e.g., students with disabilities, English Learners, students in foster care, students in poverty, etc.), please describe the impact and provide the number of Pre-K through 12 students in that population.

USD 507 students experienced significant impacts on learning. In the fall of 2021, on the iReady reading screener, 15% of students were identified as being on or above grade level; 35% were one grade level below; 17% were two grade levels below; and 33% were three or more grade levels below. On the fall 2021 iReady math screener, 9% were on or above grade level; 48% were one grade level below; 24% were two grade levels below; and 20% were three or more grade levels below.

In the fall of 2020, the Aimsweb screener was given to students in grades K-8. In reading, 40% of students were at benchmark, 21% were in need of intervention, and 39% were in need of urgent intervention. In math, 40% of students were at benchmark, 38% of students were at benchmark, 20% were in need of intervention, and 42% were in need of urgent intervention.

Students in the following populations were disproportionately impacted: students with disabilities, English language learners, and students in poverty.

Students with disabilities: 40
English language learners: 78
Students in poverty: 153

How the LEA will use the funds it reserves under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year? (Provide specific references to evidence-based interventions that meet one of the four tiers of evidence, as defined in Sec. 8101(21) of ESEA)

We will use the following evidence-based programs:

95 Percent Group
After School Homework Help
Animated Literacy
Class Dojo
Co-Teaching
iReady
LETRS Training
MTSS
PALS
PBL
PBIS
Restorative Practices
Second Step
Summer School
Wonders Reading

How the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act?

WE are using ESSER funds to upgrade our servers by replacing all servers, cabling, jacks, and drops. This will provide all staff and students better connectivity. Additionally, we are using ESSER funds to upgrade computer labs to provide for greater connectivity and to provide academic support to students who are experiencing learning gaps. Finally, we are using ESSER funds to pay for a paraprofessional to support the academic needs to K-5 students experiencing learning gaps.

How the LEA will ensure that the interventions it implements, including but not limited to the interventions under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time, will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students disproportionately impacted by the COVID–19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students.

We are providing after school programming and summer programming to make up for lost instructional time and to address the academic, social, emotional, and mental health needs of all students. We are recruiting students who are from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students to participate in these programs. We are also targeting these students for additional academic and social emotional support during the school day.

Allocations

| | Direct Allocation | True Up Allocation | Total Allocation | | 20% Minimum |
|-----------------------|-------------------|--------------------|------------------|-----------------------|-------------|
| ESSER III Allocations | \$557,163 | \$0 | \$557,163 | ESSER III Allocations | \$111,433 |
| Approved Total | \$0 | \$0 | \$0 | Approved Total | \$0 |
| Amount Left | \$557,163 | \$0 | \$557,163 | Amount Still Needed | \$111,433 |
| In Review Total | \$239,859 | \$0 | \$239,859 | In Review Total | \$50,436 |
| Amount Left | \$317,304 | \$0 | \$317,304 | Amount Still Needed | \$60,997 |

Line Items

| ID | Allocation Type | Learning Loss | Function Code | Object Code | Allowable Use | Total Expenditures | Status |
|------------|-----------------|---------------|---------------|-------------|---------------|--------------------|-------------------|
| 507-3-0001 | Direct | False | 2100 | 120 | 16 | \$39,369 | Task Force Review |
| 507-3-0002 | Direct | False | 2100 | 220 | 16 | \$3,012 | Task Force Review |
| 507-3-0003 | Direct | True | 1000 | 120 | 16 | \$13,000 | Task Force Review |
| 507-3-0004 | Direct | True | 1000 | 220 | 16 | \$1,004 | Task Force Review |
| 507-3-0005 | Direct | True | 1000 | 110 | 11A | \$22,300 | Task Force Review |
| 507-3-0006 | Direct | True | 1000 | 220 | 11A | \$1,000 | Task Force Review |
| 507-3-0007 | Direct | True | 1000 | 120 | 11A | \$3,800 | Task Force Review |
| 507-3-0008 | Direct | True | 1000 | 220 | 11A | \$117 | Task Force Review |
| 507-3-0009 | Direct | True | 1000 | 610 | 11A | \$3,000 | Task Force Review |
| 507-3-0010 | Direct | False | 2600 | 120 | 13 | \$5,000 | Task Force Review |
| 507-3-0011 | Direct | False | 1000 | 110 | 16 | \$33,600 | Task Force Review |
| 507-3-0012 | Direct | False | 1000 | 120 | 16 | \$9,000 | Task Force Review |
| 507-3-0013 | Direct | False | 1000 | 220 | 16 | \$3,259 | Task Force Review |
| 507-3-0014 | Direct | False | 2100 | 110 | 10 | \$2,400 | Task Force Review |
| 507-3-0015 | Direct | False | 2100 | 220 | 10 | \$184 | Task Force Review |
| 507-3-0016 | Direct | False | 2200 | 120 | 16 | \$600 | Task Force Review |
| 507-3-0017 | Direct | False | 2200 | 220 | 16 | \$46 | Task Force Review |
| 507-3-0018 | Direct | False | 2300 | 110 | 16 | \$1,200 | Task Force Review |
| 507-3-0019 | Direct | False | 2300 | 120 | 16 | \$600 | Task Force Review |
| 507-3-0020 | Direct | False | 2300 | 220 | 16 | \$138 | Task Force Review |
| 507-3-0021 | Direct | False | 2400 | 110 | 16 | \$2,400 | Task Force Review |
| 507-3-0022 | Direct | False | 2400 | 120 | 16 | \$1,200 | Task Force Review |
| 507-3-0023 | Direct | False | 2400 | 220 | 16 | \$275 | Task Force Review |
| 507-3-0024 | Direct | False | 2500 | 120 | 16 | \$600 | Task Force Review |
| 507-3-0025 | Direct | False | 2500 | 220 | 16 | \$46 | Task Force Review |
| 507-3-0026 | Direct | False | 2600 | 120 | 16 | \$4,200 | Task Force Review |
| 507-3-0027 | Direct | False | 2600 | 220 | 16 | \$367 | Task Force Review |
| 507-3-0028 | Direct | False | 2710 | 120 | 16 | \$3,600 | Task Force Review |
| 507-3-0029 | Direct | False | 2710 | 220 | 16 | \$275 | Task Force Review |
| 507-3-0030 | Direct | False | 3100 | 120 | 16 | \$3,000 | Task Force Review |

| | | | | | | | |
|------------|--------|-------|------|-----|-----|----------|-------------------|
| 507-3-0031 | Direct | False | 3100 | 220 | 16 | \$230 | Task Force Review |
| 507-3-0032 | Direct | False | 2200 | 700 | 9 | \$52,000 | Task Force Review |
| 507-3-0033 | Direct | False | 2200 | 610 | 9 | \$13,000 | Task Force Review |
| 507-3-0034 | Direct | False | 2600 | 610 | 7 | \$5,000 | Task Force Review |
| 507-3-0035 | Direct | False | 2600 | 430 | 14 | \$4,822 | Task Force Review |
| 507-3-0036 | Direct | True | 1000 | 110 | 11B | \$4,500 | Task Force Review |
| 507-3-0037 | Direct | True | 1000 | 120 | 11B | \$1,215 | Task Force Review |
| 507-3-0038 | Direct | True | 1000 | 220 | 11B | \$500 | Task Force Review |

Line Item Details

Line Item ID: 507-3-0001

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

Support Services Salaries

Account Number

76-00-2100-120-00

Function Code

2100 - Support Services (Students)

Object Code

120 - Regular Non-Certified Salaries

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$0

Budgeted Expenditures in SFY 2023

\$39,369

Budgeted Expenditures in SFY 2024

\$0

Total Expenditures

\$39,369

Status

Task Force Review

Line Item Comment from KSDE

Per narrative: "we are using ESSER funds to pay for a school nurse to administer a Covid testing program, monitor Covid levels, provide health care for students in the building, determine which students need to be sent home from school, and communicate isolation and quarantine guidelines with families."

Line Item ID: 507-3-0002

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

Support Services-Social Security

Account Number

76-00-2100-220-00

Function Code

2100 - Support Services (Students)

Object Code

220 - Social Security Contributions

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$0

Budgeted Expenditures in SFY 2023

\$3,012

Budgeted Expenditures in SFY 2024

\$0

Total Expenditures

\$3,012

Status

Task Force Review

Line Item Comment from KSDE

Per narrative: "we are using ESSER funds to pay for a school nurse to administer a Covid testing program, monitor Covid levels, provide health care for students in the building, determine which students need to be sent home from school, and communicate isolation and quarantine guidelines with families."

Line Item ID: 507-3-0003

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

Instruction-Classified Salaries

Account Number

76-00-1000-120-00

Function Code

1000 - Instruction

Object Code

120 - Regular Non-Certified Salaries

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

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

\$13,000

Status

Task Force Review

Line Item Comment from KSDE

Per narrative: "Finally, we are using ESSER funds to pay for a paraprofessional to support the academic needs to K-5 students experiencing learning gaps."

Line Item ID: 507-3-0004

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

Instruction-Social Security

Account Number

76-00-1000-220-00

Function Code

1000 - Instruction

Object Code

220 - Social Security Contributions

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$0

Budgeted Expenditures in SFY 2023

\$1,004

Budgeted Expenditures in SFY 2024

\$0

Total Expenditures

\$1,004

Status

Task Force Review

Line Item Comment from KSDE

Per narrative: "Finally, we are using ESSER funds to pay for a paraprofessional to support the academic needs to K-5 students experiencing learning gaps."

Line Item ID: 507-3-0005

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

Instruction-Certified Salaries

Account Number

76-00-1000-110-00

Function Code

1000 - Instruction

Object Code

110 - Regular Certified Salaries

Allowable Use

11A - Planning and implementing summer learning or enrichment programs.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$0

Budgeted Expenditures in SFY 2023

\$22,300

Budgeted Expenditures in SFY 2024

\$0

Total Expenditures

\$22,300

Status

Task Force Review

Line Item Comment from KSDE

Per narrative: "We are providing after school programming and summer programming to make up for lost instructional time and to address the academic, social, emotional, and mental health needs of all students. We are recruiting students who are from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students to participate in these programs. "

Line Item ID: 507-3-0006

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

Instruction-Social Security

Account Number

76-00-1000-220-00

Function Code

1000 - Instruction

Object Code

220 - Social Security Contributions

Allowable Use

11A - Planning and implementing summer learning or enrichment programs.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$0

Budgeted Expenditures in SFY 2023

\$1,000

Budgeted Expenditures in SFY 2024

\$0

Total Expenditures

\$1,000

Status

Task Force Review

Line Item Comment from KSDE

Per narrative: "We are providing after school programming and summer programming to make up for lost instructional time and to address the academic, social, emotional, and mental health needs of all students. We are recruiting students who are from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students to participate in these programs. "

Line Item ID: 507-3-0007

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

Instruction-Salaries Classified

Account Number

76-00-1000-120-00

Function Code

1000 - Instruction

Object Code

120 - Regular Non-Certified Salaries

Allowable Use

11A - Planning and implementing summer learning or enrichment programs.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$0

Budgeted Expenditures in SFY 2023

\$3,800

Budgeted Expenditures in SFY 2024

\$0

Total Expenditures

\$3,800

Status

Task Force Review

Line Item Comment from KSDE

Per narrative: "We are providing after school programming and summer programming to make up for lost instructional time and to address the academic, social, emotional, and mental health needs of all students. We are recruiting students who are from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students to participate in these programs. "

Line Item ID: 507-3-0008

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

Instruction-Social Security

Account Number

76-00-1000-220-00

Function Code

1000 - Instruction

Object Code

220 - Social Security Contributions

Allowable Use

11A - Planning and implementing summer learning or enrichment programs.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$0

Budgeted Expenditures in SFY 2023

\$117

Budgeted Expenditures in SFY 2024

\$0

Total Expenditures

\$117

Status

Task Force Review

Line Item Comment from KSDE

Per narrative: "We are providing after school programming and summer programming to make up for lost instructional time and to address the academic, social, emotional, and mental health needs of all students. We are recruiting students who are from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students to participate in these programs. "

Line Item ID: 507-3-0009

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

Instruction-Supplies

Account Number

76-00-1000-610-00

Function Code

1000 - Instruction

Object Code

610 - General Supplies and Materials

Allowable Use

11A - Planning and implementing summer learning or enrichment programs.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$0

Budgeted Expenditures in SFY 2023

\$3,000

Budgeted Expenditures in SFY 2024

\$0

Total Expenditures

\$3,000

Status

Task Force Review

Line Item Comment from KSDE

Per narrative: "We are providing after school programming and summer programming to make up for lost instructional time and to address the academic, social, emotional, and mental health needs of all students. We are recruiting students who are from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students to participate in these programs. "

Line Item ID: 507-3-0010

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

Operations and Maintenance Salaries

Account Number

76-00-2600-120-00

Function Code

2600 - Operation and Maintenance of Plant Services (All except Transportation)

Object Code

120 - Regular Non-Certified Salaries

Allowable Use

13 - School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.

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

Per narrative: "Additionally, we are providing maintenance personnel extra duty compensation for additional time and effort spent sanitizing school facilities."

Line Item ID: 507-3-0011

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

Instruction-Certified Salaries

Account Number

76-00-1000-110-00

Function Code

1000 - Instruction

Object Code

110 - Regular Certified Salaries

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$33,600**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$33,600**Status**

Task Force Review

Line Item ID: 507-3-0012

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

Instruction-Classified Salaries

Account Number

76-00-1000-120-00

Function Code

1000 - Instruction

Object Code

120 - Regular Non-Certified Salaries

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$0

Budgeted Expenditures in SFY 2023

\$9,000

Budgeted Expenditures in SFY 2024

\$0

Total Expenditures

\$9,000

Status

Task Force Review

Line Item ID: 507-3-0013

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

Instruction-Social Security

Account Number

76-00-1000-220-00

Function Code

1000 - Instruction

Object Code

220 - Social Security Contributions

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$0

Budgeted Expenditures in SFY 2023

\$3,259

Budgeted Expenditures in SFY 2024

\$0

Total Expenditures

\$3,259

Status

Task Force Review

Line Item ID: 507-3-0014

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

Support Service Salaries

Account Number

76-00-2100-110-00

Function Code

2100 - Support Services (Students)

Object Code

110 - Regular Certified Salaries

Allowable Use

10 - Providing mental health services and supports.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$0

Budgeted Expenditures in SFY 2023

\$2,400

Budgeted Expenditures in SFY 2024

\$0

Total Expenditures\$2,400**Status**

Task Force Review

Line Item ID: 507-3-0015

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

Support Service-Social Security

Account Number

76-00-2100-220-00

Function Code

2100 - Support Services (Students)

Object Code

220 - Social Security Contributions

Allowable Use

10 - Providing mental health services and supports.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$0

Budgeted Expenditures in SFY 2023

\$184

Budgeted Expenditures in SFY 2024

\$0

Total Expenditures\$184**Status**

Task Force Review

Line Item ID: 507-3-0016

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

Instruction Support Services-Salaries

Account Number

76-00-2200-120-00

Function Code

2200 - Support Services (Instructional Staff)

Object Code

120 - Regular Non-Certified Salaries

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$0

Budgeted Expenditures in SFY 2023

\$600

Budgeted Expenditures in SFY 2024

\$0

Total Expenditures

\$600

Status

Task Force Review

Line Item ID: 507-3-0017

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

Support Service- Social Security

Account Number

76-00-2200-220-00

Function Code

2200 - Support Services (Instructional Staff)

Object Code

220 - Social Security Contributions

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$0

Budgeted Expenditures in SFY 2023

\$46

Budgeted Expenditures in SFY 2024

\$0

Total Expenditures

\$46

Status

Task Force Review

Line Item ID: 507-3-0018

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

Administration Salaries-Certified

Account Number

76-00-2300-110-00

Function Code

2300 - Support Services (General Administration)

Object Code

110 - Regular Certified Salaries

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$0

Budgeted Expenditures in SFY 2023

\$1,200

Budgeted Expenditures in SFY 2024

\$0

Total Expenditures

\$1,200

Status

Task Force Review

Line Item ID: 507-3-0019

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

Administration Salaries-Classified

Account Number

76-00-2300-120-00

Function Code

2300 - Support Services (General Administration)

Object Code

120 - Regular Non-Certified Salaries

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$0

Budgeted Expenditures in SFY 2023

\$600

Budgeted Expenditures in SFY 2024

\$0

Total Expenditures

\$600

Status

Task Force Review

Line Item ID: 507-3-0020

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

Administration-Social Security

Account Number

76-00-2300-220-00

Function Code

2300 - Support Services (General Administration)

Object Code

220 - Social Security Contributions

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Budgeted Expenditures in SFY 2021 \$0

Budgeted Expenditures in SFY 2022 \$0

Budgeted Expenditures in SFY 2023 \$138

Budgeted Expenditures in SFY 2024 \$0

Total Expenditures \$138

Status

Task Force Review

Line Item ID: 507-3-0021

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

School Administration Salaries-Certified

Account Number

76-00-2400-110-00

Function Code

2400 - Support Services (School Administration)

Object Code

110 - Regular Certified Salaries

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Budgeted Expenditures in SFY 2021 \$0

Budgeted Expenditures in SFY 2022 \$0

Budgeted Expenditures in SFY 2023 \$2,400

Budgeted Expenditures in SFY 2024 \$0

Total Expenditures \$2,400

Status

Task Force Review

Line Item ID: 507-3-0022

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account NameSchool Administration Salaries-
Classified**Account Number**

76-00-2400-120-00

Function Code2400 - Support Services (School
Administration)**Object Code**

120 - Regular Non-Certified Salaries

Allowable Use16 - Other activities necessary to
maintain LEA operations and services
and employ existing LEA staff.**Budgeted Expenditures in SFY 2021**

\$0

Budgeted Expenditures in SFY 2022

\$0

Budgeted Expenditures in SFY 2023

\$1,200

Budgeted Expenditures in SFY 2024

\$0

Total Expenditures\$1,200**Status**

Task Force Review

Line Item ID: 507-3-0023

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

School Administration-Social Security

Account Number

76-00-2400-220-00

Function Code2400 - Support Services (School
Administration)**Object Code**

220 - Social Security Contributions

Allowable Use16 - Other activities necessary to
maintain LEA operations and services
and employ existing LEA staff.**Budgeted Expenditures in SFY 2021**

\$0

Budgeted Expenditures in SFY 2022

\$0

Budgeted Expenditures in SFY 2023

\$275

Budgeted Expenditures in SFY 2024

\$0

Total Expenditures\$275**Status**

Task Force Review

Line Item ID: 507-3-0024

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

Central Services Salaries-Classified

Account Number

76-00-2500-120-00

Function Code

2500 - Central Services

Object Code

120 - Regular Non-Certified Salaries

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$0

Budgeted Expenditures in SFY 2023

\$600

Budgeted Expenditures in SFY 2024

\$0

Total Expenditures

\$600

Status

Task Force Review

Line Item ID: 507-3-0025

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

Central Services Salaries-Social Security

Account Number

76-00-2500-220-00

Function Code

2500 - Central Services

Object Code

220 - Social Security Contributions

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$0

Budgeted Expenditures in SFY 2023

\$46

Budgeted Expenditures in SFY 2024

\$0

Total Expenditures

\$46

Status

Task Force Review

Line Item ID: 507-3-0026

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

Operations and Maintenance-Salaries

Account Number

76-00-2600-120-00

Function Code

2600 - Operation and Maintenance of Plant Services (All except Transportation)

Object Code

120 - Regular Non-Certified Salaries

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$4,200**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$4,200**Status**

Task Force Review

Line Item ID: 507-3-0027

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

Operations and Maintenance-Social Security

Account Number

76-00-2600-220-00

Function Code

2600 - Operation and Maintenance of Plant Services (All except Transportation)

Object Code

220 - Social Security Contributions

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$367**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$367**Status**

Task Force Review

Line Item ID: 507-3-0028

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

Vehicle Operations-Salaries

Account Number

76-00-2710-120-00

Function Code

2710 - Vehicle Operation

Object Code

120 - Regular Non-Certified Salaries

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$0

Budgeted Expenditures in SFY 2023

\$3,600

Budgeted Expenditures in SFY 2024

\$0

Total Expenditures\$3,600**Status**

Task Force Review

Line Item ID: 507-3-0029

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

Vehicle Operations-Social Security

Account Number

76-00-2710-220-00

Function Code

2710 - Vehicle Operation

Object Code

220 - Social Security Contributions

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$0

Budgeted Expenditures in SFY 2023

\$275

Budgeted Expenditures in SFY 2024

\$0

Total Expenditures\$275**Status**

Task Force Review

Line Item ID: 507-3-0030

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

Food Service Salaries

Account Number

76-00-3100-120-00

Function Code

3100 - Food Service Operations

Object Code

120 - Regular Non-Certified Salaries

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$0

Budgeted Expenditures in SFY 2023

\$3,000

Budgeted Expenditures in SFY 2024

\$0

Total Expenditures

\$3,000

Status

Task Force Review

Line Item ID: 507-3-0031

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

Food Service-Social Security

Account Number

76-00-3100-220-00

Function Code

3100 - Food Service Operations

Object Code

220 - Social Security Contributions

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

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

\$230

Status

Task Force Review

Line Item ID: 507-3-0032

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

Technology Property

Account Number

76-00-2200-700-00

Function Code

2200 - Support Services (Instructional Staff)

Object Code

700 - PROPERTY

Allowable Use

9 - Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$0

Budgeted Expenditures in SFY 2023

\$52,000

Budgeted Expenditures in SFY 2024

\$0

Total Expenditures

\$52,000

Status

Task Force Review

Line Item Comment from KSDE

Per narrative: "WE are using ESSER funds to upgrade our servers by replacing all servers, cabling, jacks, and drops. This will provide all staff and students better connectivity. Additionally, we are using ESSER funds to upgrade computer labs to provide for greater connectivity and to provide academic support to students who are experiencing learning gaps."

Line Item ID: 507-3-0033

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

Technology Supplies

Account Number

76-00-2200-610-00

Function Code

2200 - Support Services (Instructional Staff)

Object Code

610 - General Supplies and Materials

Allowable Use

9 - Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students.

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

\$13,000

Status

Task Force Review

Line Item Comment from KSDE

Per narrative: "WE are using ESSER funds to upgrade our servers by replacing all servers, cabling, jacks, and drops. This will provide all staff and students better connectivity. Additionally, we are using ESSER funds to upgrade computer labs to provide for greater connectivity and to provide academic support to students who are experiencing learning gaps."

Line Item ID: 507-3-0034

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

Operations and Maintenance Supplies

Account Number

76-00-2600-610-00

Function Code

2600 - Operation and Maintenance of Plant Services (All except Transportation)

Object Code

610 - General Supplies and Materials

Allowable Use

7 - Purchasing supplies to sanitize and clean LEA and school facilities.

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

Per narrative: "We plan to use ESSER funds to purchase cleaning supplies, masks, and MERV 13 filters to ensure a safe, sanitary environment for in-person learning"

Line Item ID: 507-3-0035

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

Operations and Maintenance-Repairs

Account Number

76-00-2600-430-00

Function Code

2600 - Operation and Maintenance of Plant Services (All except Transportation)

Object Code

430 - Repairs and Maintenance Services

Allowable Use

14 - Inspection, testing, maintenance, repair, replacement and upgrade projects to improve the indoor air quality in school facilities.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$0

Budgeted Expenditures in SFY 2023

\$4,822

Budgeted Expenditures in SFY 2024

\$0

Total Expenditures

\$4,822

Status

Task Force Review

Line Item Comment from KSDE

Per narrative: "We plan to use ESSER funds to purchase cleaning supplies, masks, and MERV 13 filters to ensure a safe, sanitary environment for in-person learning"

Line Item ID: 507-3-0036

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

Instruction-Certified Salaries

Account Number

76-00-1000-110-00

Function Code

1000 - Instruction

Object Code

110 - Regular Certified Salaries

Allowable Use

11B - Planning and implementing supplemental after-school programs.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$0

Budgeted Expenditures in SFY 2023

\$4,500

Budgeted Expenditures in SFY 2024

\$0

Total Expenditures\$4,500**Status**

Task Force Review

Line Item Comment from KSDE

Per narrative: "We are providing after school programming and summer programming to make up for lost instructional time and to address the academic, social, emotional, and mental health needs of all students. We are recruiting students who are from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students to participate in these programs."

Line Item ID: 507-3-0037

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

Instruction-Classified Salaries

Account Number

76-00-1000-120-00

Function Code

1000 - Instruction

Object Code

120 - Regular Non-Certified Salaries

Allowable Use

11B - Planning and implementing supplemental after-school programs.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$0

Budgeted Expenditures in SFY 2023

\$1,215

Budgeted Expenditures in SFY 2024

\$0

Total Expenditures\$1,215**Status**

Task Force Review

Line Item Comment from KSDE

Per narrative: "We are providing after school programming and summer programming to make up for lost instructional time and to address the academic, social, emotional, and mental health needs of all students. We are recruiting students who are from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students to participate in these programs."

Line Item ID: 507-3-0038

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

Instruction-Social Security

Account Number

76-00-1000-220-00

Function Code

1000 - Instruction

Object Code

220 - Social Security Contributions

Allowable Use

11B - Planning and implementing supplemental after-school programs.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$0

Budgeted Expenditures in SFY 2023

\$500

Budgeted Expenditures in SFY 2024

\$0

Total Expenditures

\$500**Status**

Task Force Review

Line Item Comment from KSDE

Per narrative: "We are providing after school programming and summer programming to make up for lost instructional time and to address the academic, social, emotional, and mental health needs of all students. We are recruiting students who are from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students to participate in these programs."