

## ESSER II Change Request Overview and Table of Contents

DISTRICT PROFILES					KSDE RECOMMENDATIONS							
Plan	District Number	District Name	Total Public School Students (FTE) <sup>1</sup>	% Students Approved for Free- or Reduced-Price Lunch <sup>2</sup>	Total Direct and True Up Allocation	Previously Eligible	% Requested of Total Allocation Previously	Requested Change	Total Change Request Approved	Eligible net change for Task Force Review	% Eligible of Total Requested	Eligible Value Per Student (FTE) <sup>1</sup>
1	399	Paradise	100.00	64%	\$ 144,332	\$ 59,487	41%	\$ 111,591	\$ 111,591	\$ 52,104	100%	\$ 1,116
2	471	Dexter	238.40	51%	\$ 142,705	\$ 142,705	100%	\$ 142,705	\$ 142,705	\$ -	100%	\$ 599
3	495	Ft Larned	820.00	50%	\$ 552,639	\$ 364,191	66%	\$ 364,191	\$ 364,191	\$ (0)	100%	\$ 444
4	507	Satanta	246.50	68%	\$ 247,910	\$ 247,910	100%	\$ 247,910	\$ 247,910	\$ -	100%	\$ 1,006
<b>Total</b>			<b>1,405</b>	<b>54%</b>	<b>\$ 1,087,586</b>	<b>\$ 814,294</b>	<b>75%</b>	<b>866,397</b>	<b>\$ 866,397</b>	<b>\$ 52,104</b>	<b>100%</b>	<b>\$ 617</b>

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

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

**Kansas CommonApp (2020)**

1904-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)

399\_Natoma\_ESSER



yGmYdbDZ

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Applicant details

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**Select an Applicant Type** | Unified School District

**Applicant / Entity Name** | Matt Pounds

**Applicant / Mailing Address**

| 710 5th Street  
| Natoma, KS 67651

**Applicant / First and Last Name of Owner, CEO, or Executive Director** | Matt Pounds

**Applicant / Email Address of Owner, CEO, or Executive Director** | mpounds@natoma-usd399.net

**Applicant / Phone Number** | 7858854849

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.)

**Fiscal Agent / Name (if applicable)** | Cambria Ellis

**Fiscal Agent / Email (if applicable)** | cellis@natoma-usd399.net

**Fiscal Agent / Mailing Address (if applicable)**

| 710 5th Street  
| Natoma, KS 67651

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## Application details

Full District Name	USD 399 Natoma - Paradise - Waldo
District Number	399
Mailing Address   Street Address	P.O. Box 100 - 710 5th Street
Mailing   City	Natoma
Mailing Address   Zip Code	676510100
Authorized Representative of the District   Name	Dorey Matthew Pounds
Authorized Representative of the District   Position or Title	Superintendent & PreK-12 Principal
Authorized Representative of the District   Email Address	mpounds@natoma-usd399.net
Authorized Representative of the District   Phone Number	+17858854849
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.

Our small school district with an enrollment of 119 students and 47 members of the staff face ongoing issues related to COVID whether it is broader ranges of differentiation required in the classroom to engage students, structure to ensure routines of highly successful students are redeveloped to become habits, lack of self-esteem and resiliency to tackle more difficult challenges, social issues and dependency on cell phones, and teacher support to strategically implement strategies to meet the needs of all students. 92.13% and 89.47% attendance rates for PreK-5 and 6-12 respectively results in ongoing issues with engagement, curriculum alignment, in-person discussions and partner work, and so on.

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

No

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

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

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

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

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

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

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

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

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

Providing mental health services and supports.

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

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

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

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

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

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

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

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

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

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

| See details within attachment

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

| See details within attachment

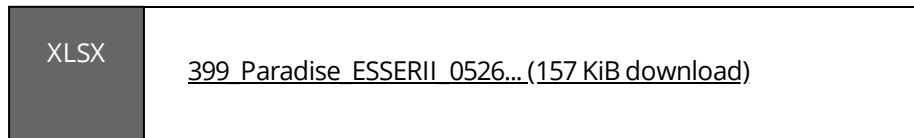
### **Notes on ESSER II application Excel template:**

- 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	Dorey Matthew Pounds
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Date	12/24/2021
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Log in to [commonapp.grantplatform.com](https://commonapp.grantplatform.com) to see complete application Attachments.



USD	District	Data as of
399	Paradise	3/7/2022

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
399-1-001-20220208	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	1A. Any activity authorized by the Elementary and Secondary Education Act of 1965.	Adding a part-time teacher so we do not have to combine 5th & 6th Grade Classes to create social distancing	\$ 24,443	\$ -	\$ 24,443	\$ -	\$ -	07-1000-110	Approved at 7/9/2021 State Board
399-1-002-20220208	Eligible	Direct Allocation	Instruction	Group Insurance	1A. Any activity authorized by the Elementary and Secondary Education Act of 1965.	Health insurance for the part time teacher so we do not have to combine 5 & 6 grade classes and to create social distancing.	\$ 5,990	\$ -	\$ 5,990	\$ -	\$ -	07-1000-210	Approved at the 6/9/2021 State Board Meeting. Health Insurance for part time teacher
399-1-003-20220208	Eligible	Direct Allocation	Instruction	Social Security Contributions	1A. Any activity authorized by the Elementary and Secondary Education Act of 1965.	Social Security for part time teacher so we do not have to combine 5 & 6 grade classes to create social distancing	\$ 1,894	\$ -	\$ 1,894	\$ -	\$ -	07-1000-220	Approved at the 6/9/2021 State Board Meeting. Social Security for part time teacher
399-1-004-20220208	Eligible	Direct Allocation	Support Services (Students)	Regular Non-Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	REQUEST CHANGE IN AMOUNT. Adding an additional At-Risk Para to increase the amount of individualized instruction in Tier II & III at the elementary level to address learning loss caused by COVID .	\$ 14,250	\$ -	\$ 14,250	\$ -	\$ -	13-2100-120	Change request: Previously approved for \$10,602 SFY 2022. Para to support interventions, will impact 50 students in grade K-5- phone call 5/26/21

399-1-005-20220208	Eligible	Direct Allocation	Support Services (Students)	Employee Benefits	12. Addressing learning loss among students, including vulnerable populations	REQUEST CHANGE IN AMOUNT. Social Security for At-Risk Para	\$ 1,033	\$ -	\$ 1,033	\$ -	\$ -	07-1000-220	Change request: Previously approved for \$765 SFY 2022. Social Security for At Risk Para- K-5- phone call 5/26/21
399-1-006-20220208	Eligible	Direct Allocation	Instruction	Property	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	REQUEST CHANGE IN AMOUNT DUE TO PRICE INCREASES. Add new technology that will make it easier for our teachers to do remote learning.	\$ 20,145	\$ -	\$ 20,145	\$ -	\$ -	16-1000-700	Change request: Previously approved for \$15,793 SFY 2022. 5 Promethean boards (3 elementary and 2 at Jr/Sr High) to allow for students who are quarantined due to exposure to interact in real time with their peers and teachers- phone call 5/26/21
399-1-007-20220208	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	Teachers addressing "Learning Loss" with tutoring (options include before and after school, Fridays, and Friday School), feedback to students and parents (face to face contact, phone calls, or virtually) on a regular schedule, offering night classes for parents (tools for schools - powerschool, google classroom, website, study habits, etc), additional planning time to accommodate for differentiation to meet the needs of every student, loss of planning time to cover other classes, covering classes for staff in quarantine, technology integration to ensure engagement and at least one year of academic growth, hazard pay related to exposure at work and taking it home, Impact Teams as part of professional learning community, and so on. *3%, with each teacher submitting a proposal for how they will justify premium pay based on their circumstances	\$ 19,181	\$ -	\$ 19,181	\$ -	\$ -	07-1000-110	New Line Item - Spoke to the supt via phone. This item is actually for premium pay for certified staff. As a staff they determined that teachers can receive up to 3% of their salary for additional \$\$ tied to providing support to students (examples in the the line item description).

399-1-008-20220208	Eligible	Direct Allocation	Instruction	Social Security Contributions	12. Addressing learning loss among students, including vulnerable populations	Tied to above	\$ 1,487	\$ -	\$ 1,487	\$ -	\$ -	07-1000-220,290	New Line Item - Spoke to the supt via phone. This item is actually for premium pay for noncertified staff. As a staff they determined that teachers can receive up to 3% of their salary for additional \$\$ tied to providing support to students (examples in the line item description)
399-1-009-20220208	Eligible	Direct Allocation	Support Services (Students)	Regular Non-Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	Loss of time to complete routine responsibilities to allow for additional duties pertaining to proactive strategies ensuring in-person classes (sanitizing, temp testing, rapid testing, forms and reporting, fogging each morning before classes, additional parent contacts, and extended days to accommodate for night classes, tutoring, and Friday school). Training on new equipment, reporting procedures, budget reports, testing reports, and preventative maintenance of proactive strategies (sanitizing all high traffic surfaces, fogging, social distancing with furniture changes, temp testing, air purifiers and filter replacements, Hazard Pay for increased levels of exposure to COVID-19 Others as per agreement with direct supervisor and administration	\$ 764	\$ -	\$ 764	\$ -	\$ -	07-2100-220	New Line Item
399-1-010-20220208	Eligible	Direct Allocation	Support Services (Students)	Social Security Contributions	12. Addressing learning loss among students, including vulnerable populations	Taxes for Above	\$ 60	\$ -	\$ 60	\$ -	\$ -	07-2100-220,290	New Line Item

399-1-011-20220208	Eligible	Direct Allocation	Instruction	Property	12. Addressing learning loss among students, including vulnerable populations	Incorporating utilization of 2nd monitor for classroom teachers to increase technology integration and engagement of all students despite broad range of abilities and skills.	\$ 2,417	\$ -	\$ 2,417	\$ -	\$ -	07-1000-700	New Line Item - Spoke to supt via phone. This equipment is to ensure connectivity and integration of technology to best support teaching and learning to provide relief for learning loss due to Covid and to insure access if remote learning is needed.
399-1-012-20220208	Eligible	Direct Allocation	Instruction	Property	12. Addressing learning loss among students, including vulnerable populations	Upgrades to laptops (video cards, speed, choice of Windows or MAC, etc) to support each teachers full capabilities of technology integration	\$ 19,357	\$ -	\$ 19,357	\$ -	\$ -	07-1000-700	New Line Item - This equipment is to ensure connectivity and integration of technology to best support teaching and learning to provide relief for learning loss due to Covid and to insure access if remote learning is needed.
399-1-013-20220208	Eligible	Direct Allocation	Instruction	0	12. Addressing learning loss among students, including vulnerable populations	Providing books "Think Again: The Power of Knowing What You Don't Know" for all teachers PreK-12.	\$ 570	\$ -	\$ 570	\$ -	\$ -	07-1000-890	New Line Item - Clarified with supt via phone that this book purchase is not a stand alone. District staff is very small in numbers and it is difficult to send teachers for PD due to lack of subs caused by Covid. The intent of the use of these books is for a book study/group led discussions aimed at discussion how staff are doing in terms of mental health, are they feeling appreciated and appreciating each other. The goal is to keep the staff from leaving due to pressures from Covid.



bYvdeZMD

# 471\_Dexter\_ESSER II Plan\_0615 (copy)

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## Applicant details

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

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

**Select an Applicant Type** | Unified School District

**Applicant / Entity Name** | Dexter Schools

**Applicant / Mailing Address**

| 311 N Main St  
| Box 97

**Applicant / First and Last Name of Owner, CEO, or Executive Director** | K.B. Criss

**Applicant / Email Address of Owner, CEO, or Executive Director** | kbcriss@usd471.org

**Applicant / Phone Number** | 620-876-5415

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)** | 48-0724325

**Applicant / Website Address (if applicable)** | www.usd471.org

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## Application details

Full District Name	Dexter Unifed School District
District Number	471
Mailing Address   Street Address	311 N Main BOX 97
Mailing   City	Dexter
Mailing Address   Zip Code	67038
Authorized Representative of the District   Name	K.B. Criss
Authorized Representative of the District   Position or Title	Superintendent / Principal
Authorized Representative of the District   Email Address	kbcriss@usd471.org
Authorized Representative of the District   Phone Number	+16208765415
Would you like to additional district representatives to the application?	Yes
Other District Representative 1   Email Address	dhill@usd471.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.

Covid affected our students' confidence and the social-emotional effects were far-reaching. They needed extra support on tasks grade levels beneath them. Students were afraid they would get sick, get others sick, get sent home, and not be able to come to school for two weeks. Students were embarrassed to wear a mask as their peers would think they had the virus and they would be alienated.

Academically students presented themselves two years behind even though they only missed a few months in the spring. Every teacher in our elementary school noted going back two grades below to review and remediate mainly in math. Students needed constant reassurance.

Covid added numbers to our classrooms from neighboring districts, but we were able to handle the numbers because of added para support. This support not only helped calm our students and address their needs, but it also helped us keep up with data entry, and cleaning/sanitizing the classrooms.

Students had to learn both online and in the classroom, look at how peers respond on tv screens, take home a computer and go remote at the drop of a hat, and try to remember social distancing all at the same time.

I feel like our district and students will fare far better than most, as we were here every day, doors open, and our families appreciated that and took note. We built a strong bond in doing so, and our students were happy to get back to school.

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

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

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

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

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

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

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

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

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

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

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

Providing mental health services and supports.

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

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

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

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

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

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

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

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

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

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

The district plans to hire additional personnel listed below:

Paraprofessionals (Teacher Instructional Aides): to provide additional academic support to students, with an emphasis on closing the achievement gap for those students who are at risk. Paraprofessionals would also help in classroom logistics/organization, (spreading kids out) implementing school safety protocols during the school day, breakfast and lunch times with students, recess, PE, music, and safely moving students in the building throughout the school day. The additional paraprofessionals would help in every facet throughout the school day, providing support to our staff in the following areas:

instructional, language, social & emotional, behavioral and logistical support

Our hope is to find outstanding paraprofessionals that will serve as close as possible to placing an additional certified teacher in the classroom to accelerate closing the academic gap caused by the pandemic for students.

Sanitation Team Member: (Partial) To keep the school clean and disinfected throughout the day the job description for this position is as follows:

- Performs a variety of custodial duties which includes: deep cleaning all rooms and hallways; emptying trash, sweeping, dusting, mopping, mopping, sweeping, and vacuuming floors; replenishing towels, toilet paper, sanitizer and soap; washing walls, windows, doors, and handles; and, cleaning carpet-SANITIZES
- Routinely disinfects high touch areas such as light switches, and door knobs.
- Disinfects, sets up and takes down equipment for meals-SANITIZES
- Collects trash from cafeteria, classrooms, and/or offices and takes out for disposal.

Certified Staff Member for First Grade: We had a large (26) Kindergarten class for the 2020-2021 school year. The district picked up the salary of an additional teacher to split the class into two manageable groups. As that class moves to 1st Grade, we would like to appropriate ESSER II money to pick up the teacher moving from Kindergarten to 1st Grade with the large class.

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

We will determine the impact of the ESSERII funding by determining if we've achieved the following: academic growth, social/emotional growth, and behavioral/physical attendance growth. This will be based on teacher observations and experiences with students, parents input of what they see outside of school to help us get a better landscape of the student and measurable assessment data. The assessments used are: FASTBRIDGE, NWEA MAP's Reading & Math Proficiency Test, Tier 1 Interventions, Kansas State Assessments, Classroom Behavior Checklist and School Records on retention/absenteeism/suspensions/homeless. Additional assessments will be used as screeners for reading & math fluency & proficiency including iStation, Study Island, Literacy First Fluency, outcome based teacher created formative assessments and curriculum material testing. By combining the "human element" with the triangulation of assessment data, we hopefully have a plan to meet the student needs and to maximize growth using the ESSER II money for the added support to reach our goals.

## 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	KB Criss
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Date	06/15/2021
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Log in to [commonapp.grantplatform.com](https://commonapp.grantplatform.com) to see complete application Attachments.

USD	District	Data as of
507	Satanta	4/1/2022

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
471-1-001-20220412	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	Large 1st grade class and an extra teacher will help with the learning loss and also help with social distancing of students.	\$ 30,848	\$ -	\$ 30,848	\$ -	\$ -	20-1110-110	Approved at 7/9/2021 State Board
471-1-002-20220412	Eligible	Direct Allocation	Support Services	Regular Non-Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	Help the classroom teacher accelerate closing the academic gap caused by the pandemic for students.	\$ 88,701	\$ -	\$ 88,701	\$ -	\$ -	20-1000-122	Change Request- Was approved for \$75,999 in SFY 2022
471-1-003-20220412	Eligible	Direct Allocation	Instruction	FICA - Employer's Contribution	12. Addressing learning loss among students, including vulnerable populations	Payroll taxes on the above teacher and academic aides.	\$ 9,146	\$ -	\$ 9,146	\$ -	\$ -	20-1000-221	Approved at 7/13/2021 State Board Meeting
471-1-004-20220412	Eligible	Direct Allocation	Operation & Maintenance of Plant	Regular Non-Certified Salaries	2. Coordination of COVID-19 preparedness and response efforts	Help disinfect and sanitize all areas of the building all day long.	\$ 13,015	\$ -	\$ 13,015	\$ -	\$ -	20-2610-123	Approved at 7/13/2021 State Board Meeting

471-1-005-20220412	Eligible	Direct Allocation	Operation & Maintenance of Plant	FICA - Employer's Contribution	2. Coordination of COVID-19 preparedness and response efforts	Payroll taxes for the sanitation person.	\$ 995	\$ -	\$ 995	\$ -	\$ -	20-2610-221	Approved at 7/13/2021 State Board Meeting
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**Kansas CommonApp (2020)**

2838-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)



IzMnOzbp

# 495\_Fort Larned\_ESSERII\_Change

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Applicant details

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

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

**Select an Applicant Type** | Unified School District

**Applicant / Entity Name** | Fort Larned USD 495

**Applicant / Mailing Address**

| 120 East 6th Street, Larned, Kansas 67550

**Applicant / First and Last Name of  
Owner, CEO, or Executive Director** | Bryce Wachs

**Applicant / Email Address of Owner,  
CEO, or Executive Director** | bryce.wachs@usd495.com

**Applicant / Phone Number** | 620-285-3185

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)** | 48-0724327

**Applicant / Website Address (if  
applicable)** | www.usd495.com

**Fiscal Agent / Name (if applicable)** | Jean Simmons

**Fiscal Agent / Email (if applicable)** | jean.simmons@usd495.com

**Fiscal Agent / Mailing Address (if applicable)**

| 120 East 6th Street, Larned, Kansas 67550

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Application details

Full District Name	Fort Larned
District Number	495
Mailing Address   Street Address	120 East 6th
Mailing   City	Larned
Mailing Address   Zip Code	67550
Authorized Representative of the District   Name	Bryce Wachs
Authorized Representative of the District   Position or Title	Superintendent
Authorized Representative of the District   Email Address	bryce.wachs@usd495.com
Authorized Representative of the District   Phone Number	+16202853185
Would you like to additional district representatives to the application?	No

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

The Fort Larned School District was fortunate with the use of our mitigation strategies to operate school throughout the 2020-2021 fully in person. We did encounter numerous staff and students that missed extended periods of time due to positive cases or quarantines associated with COVID-19. Our staff worked diligently to provide learning opportunities for the students that missed in a remote learning environment. The ability to operate in a fully in person environment provided the majority of our students with as normal of school environment as possible. Though with the challenges of implementing mitigation strategies, this significantly impacted our ability to provide our tiered system of support in math and reading instruction. Our students learning throughout the district K-12 took place within their specific class or cohort in upper grades. We provided support within the classroom, but this was limited compared to our normal practices. In evaluating our state assessment data last spring we performed exceptionally well across the board. With the exception of Grade 7 ELA our district was above the state average on all assessments. Though our local benchmarking data with FastBridge showed greater gaps forming with our Tier 2 and 3 students. These were the students that needed the tiered supports throughout the year on top of the core instructional pieces. Our tier 2 and 3 students are comprised heavily from special populations, including students with disabilities, students in foster care and students in poverty.



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

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

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

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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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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 plan to use a portion of the ESSER II dollars to provide summer school for our tier 2 and 3 students K-12 during the summer of 2021. The summer school program was three weeks, four days per week in the month of June. Students were identified for the program based on our benchmark screener FastBridge at the K-8 levels. At the high school students were identified that were behind in graduation credits or failing core subjects during the 2020-2021 school term. Funds would pay for certified teachers, classroom aides, and social worker in a designed program to keep student to adult ratios of 8:1.

This year we plan to add an additional school nurse to our district, to provide one nurse in every school building. This is instrumental in ensuring we are able to follow public health guidelines and recommendations.

To help with identified learning losses from the 2020-2021 school year, we plan to utilize a portion of the ESSER II funds to hire a ELA intervention teacher at the middle school. We currently have one intervention specialist that focuses on both math and ELA. Based on student needs within that facility we need the additional support to provide targeted and evidenced based practices. Along with the support at the middle school, we plan to purchase manipulatives to be used by elementary teachers in tiered math instructional activities. These manipulatives will allow our instructional staff the ability to have our students work on math skills with hands on activities and evidenced based practices.

As we continue to meet the mental health needs of our students, we plan to purchase a character education program for 6-12. The program is CharacterStrong, which is aligned to standards and will be imbedded in our seminar periods.

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

A significant amount of our focus is on making gains on the learning loss that was suffered by our tier 2 and 3 students over the course of the last 18 months. We identified the need based on data analysis of our local assessments and state assessments. After implementing summer school, middle school intervention specialist, technology and the additional of manipulatives, we will evaluate our data again. Our goal is to show gains in our Tier 2 and 3 students in math and reading statistically higher than our normal gains.

Our additional school nurse will provide support to families, students, and staff as we implement public health recommendations, resulting in increased school attendance. As we implement new character education, we will evaluate our progress through surveys and screenings.

Notes on ESSER II application Excel template:

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

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

XLSX

[495 FortLarned ESSERII Ch... \(156 KiB download\)](#)

# Local Education Agency (LEA) Assurances

## Section I. General Grant Assurances for Federal Funds

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

34 CFR §76.702 Fiscal control and fund accounting procedures.

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

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

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

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

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

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

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

34 CFR §76.722 Subgrantee reporting requirements.

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

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

[72 FR 3703, Jan. 25, 2007]

34 CFR §76.730 Records related to grant funds.

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

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

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

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

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

34 CFR §76.731 Records related to compliance.

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

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

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

2 CFR Subpart D – Post Federal Award Requirements

§200.302 Financial management.

§200.303 Internal controls.

§200.305 Payment.

§200.313 Equipment.

§200.314 Supplies.

§200.318 General procurement standards.

§200.320 Methods of procurement to be followed;

2 CFR 200 Subpart E: Cost Principles:

§200.403 Factors affecting allowability of costs.

§200.404 Reasonable costs.

§200.405 Allocable costs.

§200.413 Direct costs.

§200.415 Required certifications.

§200.430 Compensation—personal services.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Providing mental health services and supports.

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

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

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

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

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

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

## Certification

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

Electronic Signature

| Bryce Wachs

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

USD	District	Data as of
495	Ft Larned	4/1/2022

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
495-1-001-20220412	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	7. Purchasing supplies to sanitize and clean LEA and school facilities	Funds will be utilized for enhanced cleaning procedures by the district to combat the spread of COVID-19 in our facilities. This will allow our district to continue to operate in person in a safe environment.	\$ 10,350	\$ 350	\$ 10,000	\$ -	\$ -	113-50-1000-610	Approved at 7/9/2021 State Board
495-1-002-20220412	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	The funds will provide and continue to provide a 1 to 1 Chromebook initiative within our district 1st-12th. This reduces the sharing of machines, providing a machine per student reduces Covid spread due the amount of multiple contacts to a machine. ( FY21 50 Chromebooks for \$22,295 plus \$600 for hotspots; FY22 160 Chromebooks for \$70,000) "no longer needed" The funds will also be use to provide interactive boards in elementary classrooms to be utilized during center and intervention activities increasing hands on learning with technology to address learning loss due to Covid. (FY22 10 interactive boards for \$69,254.13) "change request"	\$ 92,090	\$ 22,836	\$ 69,254	\$ -	\$ -	113-50-1000-610	Change Request: Approved for \$22,836 SFY 2021 and \$110,000 SFY 2022
495-1-003-20220412	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	Funds were used to rent storage facilities (\$1300) to reduce items in elementary classrooms during FY21 to provide more space to adhere to 6ft COVID-19 social distancing guidance. Funds were also used to purchase signs and vinyl lettering (\$769.26) encouraging KDHE and CDC guidance within our school facilities to help mitigate COVID-19.	\$ 2,069	\$ 2,069	\$ -	\$ -	\$ -	113-50-1000-610	Previously Approved at the 10/12/2021 State Board Meeting

495-1-004-20220412	Eligible	Direct Allocation	Instruction	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	Funds were used to provide electrical recepticals to install thermal cameras and monitors in offices for tempature checks of students, staff and visitors based on CDC recommendations to mitigate COVID-19.	\$ 2,945	\$ 2,945	\$ -	\$ -	\$ -	113-50-1000-610	Previously Approved at the 10/12/2021 State Board Meeting
495-1-005-20220412	Eligible	Direct Allocation	Support Services - Instruction	Full-Time Substitute Salaries for Certified Staff	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	Hiring of an additional district nurse to help provide support to students, staff and families to mitigate COVID-19.	\$ 31,708	\$ -	\$ 31,708	\$ -	\$ -	113-01-2200-112	Previously Approved at the 10/12/2021 State Board Meeting
495-1-006-20220412	Eligible	Direct Allocation	Support Services - Instructions	Social Security Contributions	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	Hiring of an additional district nurse to help provide support to students, staff and families to mitigate COVID-19.	\$ 2,453	\$ -	\$ 2,453	\$ -	\$ -	113-01-2200-220	Previously Approved at the 10/12/2021 State Board Meeting
495-1-007-20220412	Eligible	Direct Allocation	Support Services - Instruction	Other Employee Benefits	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	Hiring of an additional district nurse to help provide support to students, staff and families to mitigate COVID-19.	\$ 32	\$ -	\$ 32	\$ -	\$ -	113-01-2200-290	Previously Approved at the 10/12/2021 State Board Meeting
495-1-008-20220412	Eligible	Direct Allocation	Instruction	Group Insurance	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	Hiring of an additional district nurse to help provide support to students, staff and families to mitigate COVID-19.	\$ 24	\$ -	\$ 24	\$ -	\$ -	113-01-1000-210	Previously Approved at the 10/12/2021 State Board Meeting



495-1-009-20220412	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	Hiring of an intervention teacher at the middle school in the area of English andreading. Based on the learning loss suffered by students due to COVID-19, our middle school needed the additional support to meet students needs.	\$ 51,220	\$ -	\$ 51,220	\$ -	\$ -	113-03-1000-127	Previously Approved at the 10/12/2021 State Board Meeting
495-1-010-20220412	Eligible	Direct Allocation	Instruction	Group Insurance	12. Addressing learning loss among students, including vulnerable populations	Hiring of an intervention teacher at the middle school in the area of English andreading. Based on the learning loss suffered by students due to COVID-19, our middle school needed the additional support to meet students needs.	\$ 5,064	\$ -	\$ 5,064	\$ -	\$ -	113-03-1000-210	Previously Approved at the 10/12/2021 State Board Meeting
495-1-011-20220412	Eligible	Direct Allocation	Instruction	Other Employee Benefits	12. Addressing learning loss among students, including vulnerable populations	Hiring of an intervention teacher at the middle school in the area of English andreading. Based on the learning loss suffered by students due to COVID-19, our middle school needed the additional support to meet students needs.	\$ 51	\$ -	\$ 51	\$ -	\$ -	113-03-1000-290	Previously Approved at the 10/12/2021 State Board Meeting
495-1-012-20220412	Eligible	Direct Allocation	Instruction	Social Security Contributions	12. Addressing learning loss among students, including vulnerable populations	Hiring of an intervention teacher at the middle school in the area of English andreading. Based on the learning loss suffered by students due to COVID-19, our middle school needed the additional support to meet students needs.	\$ 3,918	\$ -	\$ 3,918	\$ -	\$ -	113-03-1000-220	Previously Approved at the 10/12/2021 State Board Meeting
495-1-013-20220412	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	12. Addressing learning loss among students, including vulnerable populations	Purchasing of manipulatives to be used to assist in math instruction at the elementary school. Based on the learning loss suffered by students due to COVID-19, our elementary school needs the additional support and hands on opportunities during tiered intervention sessions to meet students needs. *Change Request*	\$ 2,934	\$ -	\$ 2,934	\$ -	\$ -	113-50-1000-610	Change Request: Approved for \$2,746 SFY 2022

495-1-014-20220412	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	10. Providing mental health services and supports	Funds will be used to purchase CharacterStrong Curriculum for grades 6th-12th. The curriculum will be utilized during our seminar time to build on students Social, Emotional and Character Development. The mental health of students has suffered during the COVID-19 pandemic and we will be focusing on SEL with this curriculum on a daily basis during seminar.	\$ 8,196	\$ -	\$ 8,196	\$ -	\$ -	113-50-1000-610	Previously Approved at the 10/12/2021 State Board Meeting
495-1-015-20220412	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Funds were utilized in the summer of 2021 for staff (27 certified) to provide summer school to tier 2 and 3 students that our data showed learning loss attributed to COVID-19. We were able to make gains in the summer of 2021, but students still will need additional support in the summer of 2022 to continue to recoup learning loss due to Covid with summer programming to reach grade level achievement on local assessments and level 3 and 4 on state assessments.	\$ 67,584	\$ 33,792	\$ 33,792	\$ -	\$ -	113-01-1000-127	Previously Approved at the 10/12/2021 State Board Meeting
495-1-016-20220412	Eligible	Direct Allocation	Instruction	Regular Non-Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Funds were utilized in the summer of 2021 for staff (19 classified) to provide summer school to tier 2 and 3 students that our data showed learning loss attributed to COVID-19. We were able to make gains in the summer of 2021, but students still will need additional support in the summer of 2022 to continue to recoup learning loss due to Covid with summer programming to reach grade level achievement on local assessments and level 3 and 4 on state assessments.	\$ 28,963	\$ 14,481	\$ 14,481	\$ -	\$ -	113-01-1000-127	Previously Approved at the 10/12/2021 State Board Meeting
495-1-017-20220412	Eligible	Direct Allocation	Instruction	Social Security Contributions	11A. Planning and implementing summer learning or enrichment programs	Funds were utilized in the summer of 2021 to provide summer school to tier 2 and 3 students that our data showed learning loss attributed to COVID-19. We were able to make gains in the summer of 2021, but students still will need additional support in the summer of 2022 with summer programming to reach grade level achievement on local assessments and level 3 and 4 on state assessments.	\$ 7,387	\$ 3,694	\$ 3,694	\$ -	\$ -	113-01-1000-220	Previously Approved at the 10/12/2021 State Board Meeting

495-1-018-20220412	Eligible	Direct Allocation	Instruction	Other Employee Benefits	11A. Planning and implementing summer learning or enrichment programs	Funds were utilized in the summer of 2021 to provide summer school to tier 2 and 3 students that our data showed learning loss attributed to COVID-19. We were able to make gains in the summer of 2021, but students still will need additional support in the summer of 2022 with summer programming to reach grade level achievement on local assessments and level 3 and 4 on state assessments.	\$ 97	\$ 48	\$ 48	\$ -	\$ -	113-01-1000-290	Previously Approved at the 10/12/2021 State Board Meeting
495-1-019-20220412	Eligible	Direct Allocation	Instruction	Group Insurance	11A. Planning and implementing summer learning or enrichment programs	Funds were utilized in the summer of 2021 to provide summer school to tier 2 and 3 students that our data showed learning loss attributed to COVID-19. We were able to make gains in the summer of 2021, but students still will need additional support in the summer of 2022 with summer programming to reach grade level achievement on local assessments and level 3 and 4 on state assessments.	\$ 6,550	\$ 3,275	\$ 3,275	\$ -	\$ -	113--01-1000-210	Previously Approved at the 10/12/2021 State Board Meeting
495-1-020-20220412	Eligible	Direct Allocation	Support Services (Students)	Regular Certified Salaries	10. Providing mental health services and supports	Hiring of a social worker at the elementary school to assist with students and families social, emotional and mental health issues. The mental health of students has suffered during the COVID-19 pandemic and the additional staff member will help support students immediate needs. "new item"	\$ 17,710	\$ -	\$ 17,710	\$ -	\$ -	113-05-2150-110	New Line Item
495-1-021-20220412	Eligible	Direct Allocation	Instruction	Social Security Contributions	10. Providing mental health services and supports	Hiring of a social worker at the elementary school to assist with students and families social, emotional and mental health issues. The mental health of students has suffered during the COVID-19 pandemic and the additional staff member will help support students immediate needs. "new item"	\$ 1,355	\$ -	\$ 1,355	\$ -	\$ -	113-05-1000-220	New Line Item

495-1-022-20220412	Eligible	Direct Allocation	Instruction	Other Employee Benefits	10. Providing mental health services and supports	Hiring of a social worker at the elementary school to assist with students and families social, emotional and mental health issues. The mental health of students has suffered during the COVID-19 pandemic and the additional staff member will help support students immediate needs. "new item"	\$ 18	\$ -	\$ 18	\$ -	\$ -	113-05-1000-290	New Line Item
495-1-023-20220412	Eligible	Direct Allocation	Instruction	Group Insurance	10. Providing mental health services and supports	Hiring of a social worker at the elementary school to assist with students and families social, emotional and mental health issues. The mental health of students has suffered during the COVID-19 pandemic and the additional staff member will help support students immediate needs. "new item"	\$ 2,510	\$ -	\$ 2,510	\$ -	\$ -	113-05-1000-210	New Line Item
495-1-024-20220412	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	12. Addressing learning loss among students, including vulnerable populations	Purchasing of Boardworks K-12 Suite to be used as a supplement to our instructional curriculum materials in all core subjects K-12. Boardworks K-12 Educatio Suite provides a wealth of innovative and inspiring ready-made resources, aligned to state standards. Based on the learning loss suffered by students due to COVID-19,all of our students need the additional support and individualized learning opportunities during tiered intervention sessions to meet students needs. *new item*	\$ 18,965	\$ -	\$ 18,965	\$ -	\$ -	113-50-1000-610	New Line Item

## Kansas CommonApp (2020)

2847-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)

# 507\_Satanta\_ESSER II\_Change



BeDQJPyK

## 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 507-Satanta Schools
Applicant / Mailing Address	USD 507 PO Box 279 Satanta KS 67870
Applicant / First and Last Name of Owner, CEO, or Executive Director	Mike Ward
Applicant / Email Address of Owner, CEO, or Executive Director	mward@usd507.org
Applicant / Phone Number	6206492234

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 ( <i>if applicable</i> )	480729509
Applicant / Website Address ( <i>if applicable</i> )	usd507.org
Fiscal Agent / Name ( <i>if applicable</i> )	Garrett Moreno

**Fiscal Agent / Email (if applicable)** | gmoreno@usd507.org

**Fiscal Agent / Mailing Address (if applicable)**

USD 507  
PO Box 279  
Satanta KS 67870

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## Application details

Full District Name	Satanta Schools
District Number	507
Mailing Address   Street Address	PO Box 279
Mailing   City	Satanta
Mailing Address   Zip Code	67870
Authorized Representative of the District   Name	Garrett Moreno
Authorized Representative of the District   Position or Title	Board Clerk
Authorized Representative of the District   Email Address	gmoreno@usd507.org
Authorized Representative of the District   Phone Number	+16206492234
Would you like to additional district representatives to the application?	Yes
Other District Representative 1   Email Address	mward@usd507.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.

COVID-19 had a significant impact on our district. Initial challenges were providing PPE, technology, transportation, food service, student activities, a safe learning environment, and an adequate learning process. This effected 259 students Pre-K to 12th grades. We had significant student quarantines which interrupted the learning process along with student activities. Several teachers and staff were periodically quarantined which proved to be disruptive to the student learning process. Our student populous includes migrant, ESL, foster care students, low income, SPED, and at-risk students. COVID-19 created some learning gaps that we will be addressing with these funds. These funds will ensure a safe environment and provide staff and students with the necessary tools to provide seamless instruction.

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

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

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

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

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

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

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

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

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

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

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

Providing mental health services and supports.

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

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

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

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

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

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

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

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

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

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

ESSER II funds will provide us with the ability to address student learning, some of which include the following; additional support staff, technology, full time nurse, summer learning program, after school support for students, and upgrading curriculum to allow for remote learning. ESSER II funds will also provide a sanitary learning environment for students and staff with mitigation protocol in place. Premium pay will allow for staff to be compensated for additional time spent preparing for continuous instruction and the additional duties related to COVID-19.

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

ESSER II funds will provide the opportunity to address student learning gaps primarily through after school and summer programs. The tracking of student data will drive curricular and co-curricular support.

Notes on ESSER II application Excel template:

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

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

XLSX

[507\\_Satanta\\_ESSER II\\_Chan... \(157 KiB download\)](#)

Local Education Agency (LEA) Assurances

Section I. General Grant Assurances for Federal Funds

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

- The LEA will make a good faith effort, on a continuing basis, to maintain a drug-free workplace, in accordance with the measures in 34 CFR Part 84, Subpart B and the Drug-Free Workplace Act of 1988;
- The Education Department General Administrative Regulations (EDGAR) 34 CFR 76 requirements, including:
- 34 CFR §76.500(a) Federal statutes and regulations on nondiscrimination.
- (a) A State and a subgrantee shall comply with the following statutes and regulations:
- Discrimination on the basis of race, color, or national origin | Title VI of the Civil Rights Act of 1964 (45 U.S.C. 2000d through 2000d-4) | 34 CFR part 100.
  - Discrimination on the basis of sex | Title IX of the Education Amendments of 1972 (20 U.S.C. 1681-1683) | 34 CFR part 106.
  - Discrimination on the basis of handicap | Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. 794) | 34 CFR part 104.
  - Discrimination on the basis of age | The Age Discrimination Act (42 U.S.C. 6101 et seq.) | 34 CFR part 110.



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

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

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

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

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

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

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

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

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

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

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

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

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

34 CFR §76.702 Fiscal control and fund accounting procedures.

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

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

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

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

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

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

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

34 CFR §76.722 Subgrantee reporting requirements.

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

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

[72 FR 3703, Jan. 25, 2007]

34 CFR §76.730 Records related to grant funds.

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

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

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

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

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

34 CFR §76.731 Records related to compliance.

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

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

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

2 CFR Subpart D – Post Federal Award Requirements

§200.302 Financial management.

§200.303 Internal controls.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Providing mental health services and supports.

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

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

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

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

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

## Certification

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

Electronic Signature		Garrett Moreno
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Date		03/09/2022
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Log in to [commonapp.grantplatform.com](https://commonapp.grantplatform.com) to see complete application Attachments.

USD	District	Data as of
507	Satanta	4/1/2022

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
507-1-001-20220412	Eligible	Direct Allocation	Support Services (Students)	Regular Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	To pay our nurse as a full time position when before COVID she was only part time. Our nurse does screenings for COVID, maintains our quarantine room, and helps create and implement our safety protocols.	\$ 38,979	\$ -	\$ 38,979	\$ -	\$ -	76-00-2100-110-00	Approved at 7/9/2021 State Board
507-1-002-20220412	Eligible	Direct Allocation	Instruction	Regular Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Change Request: Was originally approved for \$13500.00. Additional Para needed to help with the learning gap caused by the pandemic. This para is for grades K-5th which will impact an estimate of 103 students.	\$ 10,000	\$ -	\$ 10,000	\$ -	\$ -	76-00-1000-120-00	Change Request: Previously approved for \$13,500 SFY 2022
507-1-003-20220412	Eligible	Direct Allocation	Operation & Maintenance of Plant	Regular Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Change Request: Was originally approved for \$20800.00. Additional Custodian needed to help sanitize and clean the Jr. High and High School to mitigate the spread of COVID-19.	\$ 18,000	\$ -	\$ 18,000	\$ -	\$ -	76-00-2600-120-00	Change Request: Previously approved for \$20,800 SFY 2022
507-1-004-20220412	Eligible	Direct Allocation	Food Services Operations	Regular Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Additional cook needed to help prepare and serve meals so we can maintain sanitation and social distancing during meals. This cook is the Jr.-Sr. High which serves 134 students grades 6-12.	\$ 8,000	\$ -	\$ 8,000	\$ -	\$ -	76-00-3100-120-00	Approved at the 9/14/2021 State Board Meeting

507-1-005-20220412	Eligible	Direct Allocation	Instruction	Supplies-Technology Related	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Change Request: Was originally approved for \$52922.74. To upgrade all classroom technology for students and staff. This includes 65 laptops, 146 chromebooks, and 1 smartboard that are needed to be prepared for remote learning and also to help with the learning gap caused by the pandemic. We will not be purchasing the smart board and only 45 laptops now.	\$ 20,022	\$ -	\$ 20,022	\$ -	\$ -	76-00-1000-650-00	Change Request: Previously approved for \$52,923 SFY 2022
507-1-006-20220412	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Change Request: We originally approved for \$25500.00. To pay 8 teachers for their hours for our Summer Learning program. Our summer learning program is 4 hours a day for 4 days a week for 6 weeks offered to K-8th graders. This summer learning program was not traditional summer school. It had a lot of STEM activities, educational field trips, life lessons (financial for 6-8 graders), history lessons of our own city, etc. It focused on the learning gaps created by the pandemic and also the students mental and physical well being.	\$ 22,300	\$ -	\$ 22,300	\$ -	\$ -	76-00-1000-110-00	Change Request: Previously approved for \$25,500 SFY 2022
507-1-007-20220412	Eligible	Direct Allocation	Instruction	Regular Non-Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Change Request: Was originally approved for \$6500.00. To pay 4 para's for their hours for Summer Learning.	\$ 3,800	\$ -	\$ 3,800	\$ -	\$ -	76-00-1000-120-00	Change Request: Previously approved for \$6,500 SFY 2022
507-1-008-20220412	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	11A. Planning and implementing summer learning or enrichment programs	Supplies needed for the Summer Learning Program. STEM supplies, craft supplies, foods that were used in projects, office supplies.	\$ 3,000	\$ -	\$ 3,000	\$ -	\$ -	76-00-1000-610-00	Approved at the 9/14/2021 State Board Meeting
507-1-009-20220412	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Retention pay for all the staff that returned despite the concerns of COVID. This is for 29 teachers at \$500 each.	\$ 14,500	\$ -	\$ 14,500	\$ -	\$ -	76-00-1000-110-00	Approved at the 9/14/2021 State Board Meeting

507-1-010-20220412	Eligible	Direct Allocation	Instruction	Regular Non-Certified Salaries	10. Providing mental health services and supports	Change Request: Was originally approved for \$4000.00. Retention pay for all the staff that returned despite the concerns of COVID. This is for 8 paras at \$500 each. We ended up paying 15 paras retention pay.	\$ 7,500	\$ -	\$ 7,500	\$ -	\$ -	76-00-1000-120-00	Approved at the 9/14/2021 State Board Meeting
507-1-011-20220412	Eligible	Direct Allocation	Support Services (Students)	Regular Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Retention pay for all the staff that returned despite the concerns of COVID. This is for our school nurse and our school counselor at \$500 each.	\$ 1,000	\$ -	\$ 1,000	\$ -	\$ -	76-00-2100-110-00	Change Request: Previously approved for \$4,000 SFY 2022
507-1-012-20220412	Eligible	Direct Allocation	Support Services - Instruction	Regular Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Retention pay for all the staff that returned despite the concerns of COVID. This is for our technology director.	\$ 500	\$ -	\$ 500	\$ -	\$ -	76-00-2200-120-00	Approved at the 9/14/2021 State Board Meeting
507-1-013-20220412	Eligible	Direct Allocation	Support Services - General Administration	Regular Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Retention pay for all the staff that returned despite the concerns of COVID. This is for our Superintendent.	\$ 500	\$ -	\$ 500	\$ -	\$ -	76-00-2300-110-00	Approved at the 9/14/2021 State Board Meeting
507-1-014-20220412	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	Retention pay for all the staff that returned despite the concerns of COVID. This is for our Board Clerk.	\$ 500	\$ -	\$ 500	\$ -	\$ -	76-00-2300-120-00	Approved at the 9/14/2021 State Board Meeting
507-1-015-20220412	Eligible	Direct Allocation	Support Services - School Administration	Regular Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Retention pay for all the staff that returned despite the concerns of COVID. This is for our 2 principals and \$500.00 each.	\$ 1,000	\$ -	\$ 1,000	\$ -	\$ -	76-00-2400-110-00	Approved at the 9/14/2021 State Board Meeting

507-1-016-20220412	Eligible	Direct Allocation	Support Services - School Administration	Regular Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Retention pay for all the staff that returned despite the concerns of COVID. This is for our high school secretary and grade school secretary at \$500 each.	\$ 1,000	\$ -	\$ 1,000	\$ -	\$ -	76-00-2400-120-00	Approved at the 9/14/2021 State Board Meeting
507-1-017-20220412	Eligible	Direct Allocation	Central Services	Regular Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Retention pay for all the staff that returned despite the concerns of COVID. This is for our central office secretary.	\$ 500	\$ -	\$ 500	\$ -	\$ -	76-00-2500-120-00	Approved at the 9/14/2021 State Board Meeting
507-1-018-20220412	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	Retention pay for all the staff that returned despite the concerns of COVID. This is for our 2 maintenance workers and 6 custodians and \$500 each.	\$ 4,000	\$ -	\$ 4,000	\$ -	\$ -	76-00-2600-120-00	Approved at the 9/14/2021 State Board Meeting
507-1-019-20220412	Eligible	Direct Allocation	Vehicle Operation	Regular Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Retention pay for all the staff that returned despite the concerns of COVID. This is for our 6 bus drivers at \$500 each.	\$ 3,000	\$ -	\$ 3,000	\$ -	\$ -	76-00-2710-120-00	Approved at the 9/14/2021 State Board Meeting
507-1-020-20220412	Eligible	Direct Allocation	Food Services Operations	Regular Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Retention pay for all the staff that returned despite the concerns of COVID. This is for our food service director and 5 cooks at \$500 each.	\$ 3,000	\$ -	\$ 3,000	\$ -	\$ -	76-00-3100-120-00	Approved at the 9/14/2021 State Board Meeting

507-1-021-20220412	Eligible	Direct Allocation	Instruction	Textbooks	12. Addressing learning loss among students, including vulnerable populations	Upgrading our CTE textbooks to allow the curriculum to be more accessible in the event students have to quarantine due to exposure to COVID. 15 textbooks for woodshop, 20 health textbooks, 15 marketing textbooks, 12 business textbooks, and 15 accounting textbooks.	\$ 15,408	\$ -	\$ 15,408	\$ -	\$ -	76-00-1000-644-00	Approved at the 9/14/2021 State Board Meeting
507-1-022-20220412	Eligible	Direct Allocation	Operation & Maintenance of Plant	General Supplies and Materials (includes computer software)	7. Purchasing supplies to sanitize and clean LEA and school facilities	Change Request: Was originally approved for \$10,000.00. Supplies needed to keep the buildings clean and sanitized to mitigate the spread of COVID. Sanitizer, wipes, masks, and surface cleaner.	\$ 5,000	\$ -	\$ 5,000	\$ -	\$ -	76-00-2600-610-00	Change Request: Previously approved for \$10,000 SFY 2022
507-1-023-20220412	Eligible	Direct Allocation	Operation & Maintenance of Plant	Property	7. Purchasing supplies to sanitize and clean LEA and school facilities	Change Request: Was originally approved for \$5000.00. Upgrading our waterfountains to include a filling station. These stations will accommodate touch less capabilities to mitigate COVID 19 protocols.	\$ 2,389	\$ -	\$ 2,389	\$ -	\$ -	76-00-2600-700-00	Change Request: Previously approved for \$5,000 SFY 2022
507-1-024-20220412	Eligible	Direct Allocation	Operation & Maintenance of Plant	Repairs and Maintenance Services	14. Inspection, testing, maintenance, repair, replacement and upgrade projects to improve the indoor air quality in school facilities	Change Request: Was originally approved for \$5000.00. To replace our Merv 13 filters for better air quality.	\$ 4,074	\$ -	\$ 4,074	\$ -	\$ -	76-00-2600-430-00	Change Request: Previously approved for \$5,000 SFY 2022. Air Filters. Allowable if CDC approves.
507-1-025-20220412	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	11B. Planning and implementing supplemental after-school programs	Change Request: Was originally approved for \$6500.00. A teacher's supplemental pay of \$30/hour to assist 7-12 grade students after normal school hours with learning gaps created by COVID 19 and to assist w/ students on the ineligible list. Students will have access to academic help for all content areas.	\$ 4,500	\$ -	\$ 4,500	\$ -	\$ -	76-00-1000-110-00	Change Request: Previously approved for \$6,500 SFY 2022



507-1-026-20220412	Eligible	Direct Allocation	Instruction	Regular Non-Certified Salaries	11B. Planning and implementing supplemental after-school programs	Change Request: Was originally approved for \$3300.00. A para's supplemental pay of \$15/hour to assist 7-12 grade students after normal school hours with learning gaps created by COVID 19 and to assist w/ students on the ineligible list. Students will have access to academic help for all content areas.	\$ 1,215	\$ -	\$ 1,215	\$ -	\$ -	76-00-1000-120-00	Change Request: Previously approved for \$3,300 SFY 2022
507-1-027-20220412	Eligible	Direct Allocation	Support Services (Students)	Social Security Contributions	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	New Line Item: To pay our nurses Social Security for a full time position when before COVID she was only part time. Our nurse does screenings for COVID, maintains our quarantine room, and helps create and implement our safety protocols.	\$ 2,934	\$ -	\$ 2,934	\$ -	\$ -	76-00-2100-220-00	New Line Item
507-1-028-20220412	Eligible	Direct Allocation	Instruction	Social Security Contributions	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	New Line Item: Social Security for additional Para needed to help with the learning gap caused by the pandemic. This para is for grades K-5th which will impact an estimate of 103 students.	\$ 765	\$ -	\$ 765	\$ -	\$ -	76-00-1000-220-00	New Line Item
507-1-029-20220412	Eligible	Direct Allocation	Operation & Maintenance of Plant	Social Security Contributions	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	New Line Item: Social Security for the additional Custodian needed to help sanitize and clean the Jr. High and High School to mitigate the spread of COVID-19.	\$ 1,200	\$ -	\$ 1,200	\$ -	\$ -	76-00-2600-220-00	New Line Item
507-1-030-20220412	Eligible	Direct Allocation	Instruction	Social Security Contributions	11A. Planning and implementing summer learning or enrichment programs	New Line Item: To pay 8 teachers Social Security for their hours for our Summer Learning program. Our summer learning program is 4 hours a day for 4 days a week for 6 weeks offered to K-8th graders. This summer learning program was not traditional summer school. It had a lot of STEM activities, educational field trips, life lessons (financial for 6-8 graders), history lessons of our own city, etc. It focused on the learning gaps created by the pandemic and also the students mental and physical well being.	\$ 1,000	\$ -	\$ 1,000	\$ -	\$ -	76-00-1000-220-00	New Line Item

507-1-031-20220412	Eligible	Direct Allocation	Instruction	Social Security Contributions	11A. Planning and implementing summer learning or enrichment programs	New Line Item: To pay 4 para's Social Security for their hours for Summer Learning.	\$ 117	\$ -	\$ 117	\$ -	\$ -	76-00-1000-220-00	New Line Item
507-1-032-20220412	Eligible	Direct Allocation	Instruction	Social Security Contributions	11B. Planning and implementing supplemental after-school programs	New Line Item: A teacher's social security for their supplemental pay of \$30/hour to assist 7-12 grade students after normal school hours with learning gaps created by COVID 19 and to assist w/ students on the ineligible list. Students will have access to academic help for all content areas.	\$ 345	\$ -	\$ 345	\$ -	\$ -	76-00-1000-220-00	New Line Item
507-1-033-20220412	Eligible	Direct Allocation	Instruction	Social Security Contributions	11B. Planning and implementing supplemental after-school programs	New Line Item: A para's social security for their supplemental pay of \$15/hour to assist 7-12 grade students after normal school hours with learning gaps created by COVID 19 and to assist w/ students on the ineligible list. Students will have access to academic help for all content areas.	\$ 93	\$ -	\$ 93	\$ -	\$ -	76-00-1000-220-00	New Line Item
507-1-034-20220412	Eligible	Direct Allocation	Instruction	Social Security Contributions	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	New Line Item: Social Security for Retention pay for all the staff that returned despite the concerns of COVID. This is for 29 teachers and 15 paras at \$500 each.	\$ 1,683	\$ -	\$ 1,683	\$ -	\$ -	76-00-1000-220-00	New Line Item
507-1-035-20220412	Eligible	Direct Allocation	Instruction	Unemployment Compensation	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	New Line Item: Unemployment for Retention pay for all the staff that returned despite the concerns of COVID. This is for 29 teachers and 15 paras at \$500 each.	\$ 168	\$ -	\$ 168	\$ -	\$ -	76-00-1000-260-00	New Line Item

507-1-036-20220412	Eligible	Direct Allocation	Support Services (Students)	Social Security Contributions	10. Providing mental health services and supports	New Line Item: Social Security for Retention pay for all the staff that returned despite the concerns of COVID. This is for our school nurse and our school counselor at \$500 each.	\$ 77	\$ -	\$ 77	\$ -	\$ -	76-00-2100-220-00	New Line Item
507-1-037-20220412	Eligible	Direct Allocation	Support Services (Students)	Unemployment Compensation	10. Providing mental health services and supports	New Line Item: Unemployment for Retention pay for all the staff that returned despite the concerns of COVID. This is for our school nurse and our school counselor at \$500 each.	\$ 8	\$ -	\$ 8	\$ -	\$ -	76-00-2100-260-00	New Line Item
507-1-038-20220412	Eligible	Direct Allocation	Support Services - Instruction	Social Security Contributions	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	New Line Item: Social Security for Retention pay for all the staff that returned despite the concerns of COVID. This is for our technology director.	\$ 38	\$ -	\$ 38	\$ -	\$ -	76-00-2200-220-00	New Line Item
507-1-039-20220412	Eligible	Direct Allocation	Support Services - Instruction	Unemployment Compensation	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	New Line Item: Unemployment for Retention pay for all the staff that returned despite the concerns of COVID. This is for our technology director.	\$ 4	\$ -	\$ 4	\$ -	\$ -	76-00-2200-260-00	New Line Item
507-1-040-20220412	Eligible	Direct Allocation	Support Services - General Administration	Social Security Contributions	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	New Line Item: Social Security for Retention pay for all the staff that returned despite the concerns of COVID. This is for our Superintendent and Board Clerk.	\$ 77	\$ -	\$ 77	\$ -	\$ -	76-00-2300-220-00	New Line Item
507-1-041-20220412	Eligible	Direct Allocation	Support Services - General Administration	Unemployment Compensation	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	New Line Item: Unemployment for Retention pay for all the staff that returned despite the concerns of COVID. This is for our Superintendent and Board Clerk.	\$ 8	\$ -	\$ 8	\$ -	\$ -	76-00-2300-260-00	New Line Item

507-1-042-20220412	Eligible	Direct Allocation	Support Services - School Administration	Social Security Contributions	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	New line Item: Social Security for Retention pay for all the staff that returned despite the concerns of COVID. This is for our 2 principals and 2 Secretaries. \$500.00 each.	\$ 153	\$ -	\$ 153	\$ -	\$ -	76-00-2400-220-00	New Line Item
507-1-043-20220412	Eligible	Direct Allocation	Support Services - School Administration	Unemployment Compensation	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	New line Item: Unemployment for Retention pay for all the staff that returned despite the concerns of COVID. This is for our 2 principals and 2 Secretaries. \$500.00 each.	\$ 15	\$ -	\$ 15	\$ -	\$ -	76-00-2400-260-00	New Line Item
507-1-044-20220412	Eligible	Direct Allocation	Central Services	Social Security Contributions	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	New Line Item: Social Security for Retention pay for all the staff that returned despite the concerns of COVID. This is for our central office secretary.	\$ 38	\$ -	\$ 38	\$ -	\$ -	76-00-2500-220-00	New Line Item
507-1-045-20220412	Eligible	Direct Allocation	Central Services	Unemployment Compensation	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	New Line Item: Unemployment for Retention pay for all the staff that returned despite the concerns of COVID. This is for our central office secretary.	\$ 4	\$ -	\$ 4	\$ -	\$ -	76-00-2500-260-00	New Line Item
507-1-046-20220412	Eligible	Direct Allocation	Operation & Maintenance of Plant	Social Security Contributions	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	New Line Item: Social Security for Retention pay for all the staff that returned despite the concerns of COVID. This is for our 2 maintenance workers and 6 custodians and \$500 each.	\$ 306	\$ -	\$ 306	\$ -	\$ -	76-00-2600-220-00	New Line Item

507-1-047-20220412	Eligible	Direct Allocation	Operation & Maintenance of Plant	Unemployment Compensation	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	New Line Item: Unemployment for Retention pay for all the staff that returned despite the concerns of COVID. This is for our 2 maintenance workers and 6 custodians and \$500 each.	\$ 30	\$ -	\$ 30	\$ -	\$ -	76-00-2600-260-00	New Line Item
507-1-048-20220412	Eligible	Direct Allocation	Vehicle Operation	Social Security Contributions	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	New Line Item: Social Security for Retention pay for all the staff that returned despite the concerns of COVID. This is for our 6 bus drivers at \$500 each.	\$ 230	\$ -	\$ 230	\$ -	\$ -	76-00-2710-220-00	New Line Item
507-1-049-20220412	Eligible	Direct Allocation	Vehicle Operation	Unemployment Compensation	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	New Line Item: Unemployment for Retention pay for all the staff that returned despite the concerns of COVID. This is for our 6 bus drivers at \$500 each.	\$ 23	\$ -	\$ 23	\$ -	\$ -	76-00-2710-260-00	New Line Item
507-1-050-20220412	Eligible	Direct Allocation	Food Services Operations	Social Security Contributions	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	New Line Item: Social Security for Retention pay for all the staff that returned despite the concerns of COVID. This is for our food service director and 5 cooks at \$500 each.	\$ 230	\$ -	\$ 230	\$ -	\$ -	76-00-3100-220-00	New Line Item
507-1-051-20220412	Eligible	Direct Allocation	Food Services Operations	Unemployment Compensation	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	New Line Item: Unemployment for Retention pay for all the staff that returned despite the concerns of COVID. This is for our food service director and 5 cooks at \$500 each.	\$ 23	\$ -	\$ 23	\$ -	\$ -	76-00-3100-260-00	New Line Item

507-1-052-20220412	Eligible	Direct Allocation	Instruction	Textbooks	12. Addressing learning loss among students, including vulnerable populations	New Line Item: ELA Textbooks and materials for 135 students in grades 6-12. Our textbooks are through imagine learning. We are updating all ELA textbooks in the middle and high school to better address the learning loss caused by the COVID pandemic. These new materials will integrate with our iReady software we currently use to assess students.	\$ 44,658	\$ -	\$ 44,658	\$ -	\$ -	76-00-1000-644-00	New Line Item
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## ESSER III Overview and Table of Contents

	DISTRICT PROFILES				KSDE RECOMMENDATIONS					
Plan	District Number	District Name	Total Public School Students (FTE) <sup>1</sup>	% Students Approved for Free- or Reduced-Price Lunch <sup>2</sup>	Total Direct and True Up Allocation	Total Requested	% Requested of Total Allocation	Total Eligible	% Eligible of Total Requested	Eligible Value Per Student (FTE) <sup>1</sup>
1	113	Prairie Hills	1,056	34%	\$ 1,143,060	\$ 1,143,060	100%	\$ 1,143,060	100%	\$ 1,082
2	247	Cherokee	448	65%	\$ 1,183,410	\$ 1,183,410	100%	\$ 1,183,410	100%	\$ 2,642
3	248	Girard	976	42%	\$ 1,552,876	\$ 1,509,480	97%	\$ 1,509,480	100%	\$ 1,547
4	253	Emporia	4,187	58%	\$ 6,197,500	\$ 3,455,190	56%	\$ 3,455,190	100%	\$ 825
5	348	Baldwin City	1,267	27%	\$ 985,145	\$ 985,145	100%	\$ 985,145	100%	\$ 778
6	349	Stafford	261	50%	\$ 511,055	\$ 511,055	100%	\$ 511,055	100%	\$ 1,962
7	351	Macksville	186	62%	\$ 412,868	\$ 412,868	100%	\$ 412,868	100%	\$ 2,220
8	420	Osage City	674	46%	\$ 1,116,436	\$ 1,084,682	97%	\$ 1,084,682	100%	\$ 1,609
9	422	Kiowa County	248	30%	\$ 332,675	\$ 222,267	67%	\$ 222,267	100%	\$ 898
10	454	Burlingame Public School	268	48%	\$ 492,068	\$ 454,393	92%	\$ 454,393	100%	\$ 1,695
<b>Total</b>			<b>9,570</b>	<b>48%</b>	<b>\$ 13,927,093</b>	<b>\$ 10,961,550</b>	<b>79%</b>	<b>\$ 10,961,550</b>	<b>100%</b>	<b>\$ 1,145</b>

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

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

# ESSER III APPLICATION FOR D0113

Status

Task Force Review

## KSDE Application Comments

See narratives for information pertaining to line items. 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>
Prairie Hills	1619 S. Old HWY 75, Sabetha, KS 665342898	1619 S. Old HWY 75, Sabetha, KS 665342898
<u>Superintendent Name</u>	<u>Superintendent E-mail Address</u>	<u>Superintendent Phone Number</u>
Todd Evans	evanst@usd113.org	(785) 284-2175

## Authorized Representative of the District Information

<u>Name</u>	<u>Position of Title</u>	<u>E-mail Address</u>	<u>Phone Number</u>
Todd Evans	Superintendent	evanst@usd113.org	(785) 284-2175
<u>Other District Representative 1 - Name</u>	<u>Other District Representative 1 - E-mail Address</u>		
Deb Damman	dammand@usd113.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.usd113.org/vimages/shared/vnews/stories/60ccd8e9e15b9/District%20Plan%20for%20Safe%20Return%20to%20In-Person%20Instruction%20and%20Continuity%20of%20Services%2010.14.21.pdf>

## Use of Funds for CDC Guidance

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

We are working closely with our county health department, KSDE, our local education service center, and neighboring school districts to remain up-to-date on guidance related to safely operating in-person learning for the school year. All funds expended in ESSER III will be reviewed by KSDE to ensure that all expenditures align with best practice, with up-to-date safety requirements, and to ensure it is maximized for a positive impact on student learning and safety.

## Stakeholder Engagement

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

### Students



On 10.26.21, USD 113 distributed and requested input on a variety of ESSER-related expenditures. This Google Form Survey was distributed through the Textcaster application via text and email. This is the tool that is used to announce school closures, important information, etc. USD 113 has 2,425 users registered to receive information through this tool. These registrants includes, parents, community members, students, school staff, etc. Of the respondents to the survey, 61.7% were parents, 25.9% were school staff, 4.9% Community members and 7.4% were students.

On 10.29.21 student council sponsors were emailed and asked to forward this survey to the respective members of student councils of the 3 district high schools so they could provide input. This did result in an increase of student participants.

**Families**

On 10.26.21, USD 113 distributed and requested input on a variety of expenditures. This Google Form Survey was distributed through the Textcaster application. This was sent to cell phones via text message as well as to individuals who signed up to receive these announcements through e-mail. This is the tool that we use to announce school closures, important information, etc. We have 2,425 users registered to receive information through this tool. These registrants includes, parents, community members, students, school staff, etc. Of the respondents, 61.7% were parents, 25.9% were school staff, 4.9% Community members and 7.4% were students. Of these, the #1 preference for use of the funds was to upgrade the HVAC systems in our schools to improve ventilation and filtration. #2 was to provide additional behavioral support & interventions, #3 was to expand outside social & emotional/mental health services.

On 12.8.21 ESSER information, including survey responses was discussed with the USD 113 District Site Council to further engage families in this conversation. This information was also discussed at the January 10, 2022, USD 113 Board of Education Meeting. This meeting is broadcast over YouTube.

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

All administrators had voice in developing the ESSER 3 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. The USD 113 Admin team met and discussed survey results on 11.10.21. Members were encouraged to send suggestions for learning loss ideas to Assistant Superintendent, Mrs. Jennifer Gatz. The Holton Special Education Cooperative administration was sent a specific survey to gather input. The HSEC Director contributed responses to this survey and they were taken into consideration.

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

On 10.26.21, USD 113 distributed and requested input on a variety of expenditures. This Google Form Survey was distributed through the Textcaster application. This was sent to cell phones via text message as well as to individuals who signed up to receive these announcements through e-mail. This is the tool that we use to announce school closures, important information, etc. We have 2,425 users registered to receive information through this tool. These registrants includes, parents, community members, students, school staff, etc. Of the respondents, 61.7% were parents, 25.9% were school staff, 4.9% Community members and 7.4% were students. Of these, the #1 choice was to upgrade the HVAC systems in our schools to improve ventilation and filtration. #2 was to provide additional behavioral support & interventions, #3 was to expand outside social & emotional/mental health services. All teachers who are not working after retirement are considered to be members of the Prairie Hills Education Association (negotiating body). Teachers who are a part of this union received the survey requesting input.

On 12.8.21 ESSER information was discussed with the USD 113 District Site Council to further engage teachers, community members and Prairie Hills Education Association representatives. Information was discussed at Board of Education Meetings.

On Thursday, February 3, 2022, USD 113 representatives invited Prairie Hills Education Association President, Brent Hayden, to complete a survey regarding ESSER 3 expenditures. We did receive Mr. Hayden's responses and they have been considered with this proposal.

**Tribes**

A search occurred of the following: <http://www.knaa.ks.gov/> (Kansas Native American Affairs website). There was not information to identify any tribal authorities within USD 113. On 12.8.21 USD 113 District Site Council members were asked if they were aware of tribal organizations, affiliates, etc. No one on Site Council was aware of any tribal connections within the USD 113 district.

Families of students who have identified themselves as American Indian or Alaskan Native received a survey in addition to the survey that was sent to all constituents. Information gathered from both surveys has been considered in this application.

On Thursday, February 3, 2022, USD 113 representatives mailed a letter to the Kansas Kickapoo Tribe. The Kickapoo Tribal Lands are near USD 113. In this letter, an invitation to complete an on-line survey was made. A response has not been forthcoming.

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

We worked closely with our local special education cooperative as well as our local education service agency, both who work actively to support students with disabilities to ensure our plans meet the needs of all students. Special education teachers, students, parents and community members were all invited to provide information through the survey that was distributed.

In addition to this, on 12.8.21 USD 113 District Site Council members if they were aware of civil rights organizations or disability rights organizations within the district that we could reach out to. No one on Site Council was aware of any civil rights organizations or disability rights organizations within the USD 113 district.

On Thursday, February 3, 2022, USD 113 representatives mailed a letter to the Kansas Human Rights Office. In this letter, an invitation to complete an on-line survey was made. In response to this letter, Ruth Glover, Executive Director, emailed USD 113 Superintendent Todd Evans. In this message, Ms. Glover indicated: "the Kansas Human Rights Commission has not established requirements to or guidance regarding ESSER III funding plans."

**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 Prairie Hills USD 113 district does not reflect students with English Learning needs, nor does it identify the presence of migratory students. The students who are identified as homeless are those who usually live with a relative. There is a very small enrollment of foster students, but these students usually live with a relative as well. The district did implement an online district survey to increase community input. All who signed up with a cell phone or an e-mail for communications from the school received this survey and had the opportunity for input.

On 12.8.21, The USD 113 District Site Council was consulted regarding specific suggestions to reach out to stakeholders representing the interests of children with disabilities, English Learners, Children experiencing homelessness, Children in Foster Care, Migratory students, children who are incarcerated, or other underserved students. Suggestions for reaching individuals with this demographic were non-existent.

On Thursday, February 3, 2022, USD 113 representatives mailed a letter to the Disability Rights Center of Kansas. In this letter, an invitation to complete an on-line survey was made. A response to this letter was recorded on the survey. In addition to responses on the form, the following text was added:

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

Additionally, USD 113 representatives mailed and emailed representatives of KVC Kansas and Cornerstones of Care. These organizations work with at-risk families and youth as well as children in foster care. They were also invited to complete surveys to obtain a well-rounded response representative of all constituents.

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

To attempt to get input from stakeholders, a community survey was conducted. There were 163 responses to the survey. Of the respondents, 61.7% were parents, 25.9% were school staff, 4.9% Community members and 7.4% were students. The breakdown of the community survey revealed 100 responses, or 62.9% of responses supported updated heating and cooling systems for increased filtration and improved regulation of fresh air. The next highest response was around providing additional behavior support and intervention with 77 responses or 48.4%. The next level supported expanded outside social and emotional/Mental Health services.

The USD 113 Board of Education evaluated the survey information prior to the approval of an HVAC improvement project to occur during the summer of 2022. These improvements are identified by Mechanical Engineer, Scott McKinley, as improvements that should increase the filtration, and circulation of fresh air for individuals in the impacted facilities.

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

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

USD 113 has been fortunate to keep our buildings open for the majority of the 2020-2021 and 2021-2022 school years, but we have felt the impact of COVID-19 with an increased number of students and staff absent due to COVID and quarantines. We can see the impact of COVID-19 in regards to learning loss when analyzing our Kansas State Assessment Data. In the area of English Language Arts we saw a decrease in the top two categories from 48.39% in 2019 to 44.81% in 2021. Additionally, we saw an increase in our level 1's from 20.6% to 23.0% during the same time period. The free and reduced subgroup saw a decrease in the number of students scoring at level 3 or level 4 from 35.0% in 2019 to 25.8% in 2021. This subgroup accounts for approximately 382 students in our district. In math the percentage of our students that are academically prepared for postsecondary success dropped from 48.75% to 38.92% from 2019 to 2021. The impact of COVID in regards to learning loss should also be noted in our 2021 ACT composite score which was 19.60. This is the first time our district has fallen below the state average in recent years.

Another area where we have witnessed the negative effects of COVID-19 is in our Chronic Absenteeism data. We saw an increase from 7.79% to 9.76% with a significant increase in the number of our free and reduced lunch students chronically absent increasing from 15.70% to 20.29%.

This impact can be felt not only in our academic data, but also in our behavior social-emotional learning (BSEL) data. The number of students in the Tier 2 and 3 in the office disciplinary referral category has increased from 29% in the fall of 2019 to 47% in the fall of 2021.

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

1. Implement summer enrichment and intervention programs and credit recovery services

1A. \$105,000 ( \$52,500 Summer 2022 and \$52,500 Summer 2023)

1B. Supporting Research: S. McCombs, J. S., Augustine, C., Schwartz, H., Bodilly, S., McInnis, B., Lichter, D., & Cross, A. B. (2012). Making summer count: How summer programs can boost children's learning. Education Digest: Essential Readings Condensed For Quick Review, 77(6), 47-52. Retrieved from [https://www.rand.org/content/dam/rand/pubs/monographs/2011/RAND\\_MG1120.pdf](https://www.rand.org/content/dam/rand/pubs/monographs/2011/RAND_MG1120.pdf)

Terzian, M., & Moore, K. A. (2009). What works for summer learning programs for low-income children and youth: Preliminary lessons from experimental evaluations of social interventions. Washington, DC. Author. Retrieved from <https://www.childtrends.org/wp-content/uploads/2009/09/2009-41WWSummerLearning.pdf>

Browne, D. (2013). Think summer: Early planning, teacher support boost summer learning programs. Journal of Staff Development, 34(6), 46-49. Retrieved from <https://learningforward.org/docs/default-source/jsd-december-2013/browne346.pdf?sfvrsn=2>

Sloan McCombs, J., Augustine, C. H., Schwartz, H. L., Bodilly, S. J., McInnis, B., Lichter, D. S., & Brown Cross, A. (2012). Making summer count: How summer programs can boost children's learning. Education Digest: Essential Readings Condensed for Quick Review, 77(6), 47-52. Retrieved from <https://eric.ed.gov/?id=EJ978299> Full text available from <https://www.wallacefoundation.org/knowledge-center/pages/making-summer-count-how-summer-programs-can-boost-childrens-learning.aspx>

Nastu, J. (2011). Early intervention and credit recovery programs are helping at-risk students succeed. eSN Special Report: Keeping students on a path to graduation. Retrieved from <http://Nastu.eschoolnews.com/2011/02/22/esn-special-report-keeping-studentson-a-path> Oliver, K., Osborne, J., P

Bottoms, G., & Anthony, K. (June, 2005). Raising achievement and improving graduation rates: How nine High Schools That Work sites are doing it. Southern Regional Education Board.

Watson, J., & Gemin, B., (2008). Using on-line learning for at-risk students and credit recovery. Vienna, VA: North American Council for Online Learning. Retrieved from [http://www.inacol.org/research/promisingpractices/NACOL\\_CreditRecovery\\_PromisingPractices.pdf](http://www.inacol.org/research/promisingpractices/NACOL_CreditRecovery_PromisingPractices.pdf)

## 2. Data Warehousing Platform (Progress Monitoring)

2A. \$23000 (FY23, 24)

2B. Supporting Research: Veronica S. Smith, "Data Dashboard as Evaluation and Research Communications Tool," in Tarek Azzam and Stephanie Evergreen, eds. *Data Visualization, Part 2. New Directions for Evaluation* 140 (Winter, 2013), 21-45. <http://onlinelibrary.wiley.com/doi/10.1002/ev.20072/abstract>

Hunter, Gerald P., Stephanie Williamson, Asa Wilks, Janet M. Hanley, and Brian M. Stecher, *Using Data to Support the Intensive Partnerships for Effective Teaching Initiative: Data Collection, Metric and Dashboard Creation, and Lessons Learned*. Santa Monica, CA: RAND Corporation, 2020. [https://www.rand.org/pubs/research\\_reports/RR2917.html](https://www.rand.org/pubs/research_reports/RR2917.html).

## 3. SEL Tier 1 Curriculum (Second Step Digital K-8)

3A. \$15000 (FY23, 24)

3B. Greenberg, M. T., Domitrovich, C. E., Weissberg, R. P., & Durlak, J. A. (2017). Social and emotional learning as a public health approach to education. *The Future of Children*. Retrieved from <https://eric.ed.gov/?id=EJ1144819>

U.S. Department of Education, Institute of Education Sciences, What Works Clearinghouse. (2013, March). *Children Classified as Having an Emotional Disturbance intervention report: Second Step*. Retrieved from <http://whatworks.ed.gov>.

Frey, K., & Sylvester, L. (1997). *Research on the Second Step program: Do student behaviors and attitudes improve? What do teachers think about the program?* Seattle, WA: Committee for Children. The study is ineligible for review because it is a secondary analysis of the effectiveness of an intervention, such as a metaanalysis or research literature review. Frey, K. S.,

Hirschstein, M. K., & Guzzo, B. (2000). Second Step: Preventing aggression by promoting social competence. *Journal of Emotional and Behavioral Disorders*, 8(2), 102–112. The study is ineligible for review because it is a secondary analysis of the effectiveness of an intervention, such as a meta-analysis or research literature review.

## 4. Reflex Math Intervention (MTSS)

4A. \$10,500 (FY23, 24)

4B. Cheung, A. C., & Slavin, R. E. (2011). The effectiveness of educational technology applications for enhancing mathematics achievement in K–12 classrooms: A meta-analysis. Baltimore, MD: Johns Hopkins University, Center for Research and Reform in Education. <https://eric.ed.gov/?id=ED527573>

Gersten, R., Beckmann, S., Clarke, B., Foegen, A., Marsh, L., Star, J. R., & Witzel, B. (2009). *Assisting students struggling with mathematics: Response to Intervention (RtI) for elementary and middle schools (NCEE 2009-4060)*. Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance. <https://eric.ed.gov/?id=ED504995>

## 5. Provide research based professional learning opportunities and supports for staff (Trauma Informed Resilience Coaches and/or LETRs Training)

5A. \$25,000 (FY23, 24)

5B. Darling-Hammond, L., Hyler, M. E., & Gardner, M. (2017). *Effective teacher professional development*. Learning Policy Institute. [https://learningpolicyinstitute.org/sites/default/files/product-files/Effective\\_Teacher\\_Professional\\_Development\\_REPORT.pdf](https://learningpolicyinstitute.org/sites/default/files/product-files/Effective_Teacher_Professional_Development_REPORT.pdf).

Darling-Hammond, L. & Richardson, N. (2009). *Research Review/Teacher Learning: What Matters? How Teachers Learn*, 66(5), 46-53. <http://www.ascd.org/publications/educational-leadership/feb09/vol66/num05/Teacher-Learning@-What-Matters%C2%A2.aspx>

Darling-Hammond, L., Hyler, M. E., & Gardner, M. (2017). *Effective teacher professional development*. Learning Policy Institute. [https://learningpolicyinstitute.org/sites/default/files/product-files/Effective\\_Teacher\\_Professional\\_Development\\_REPORT.pdf](https://learningpolicyinstitute.org/sites/default/files/product-files/Effective_Teacher_Professional_Development_REPORT.pdf).

National Reading Panel. (2000). *Teaching children to read: An evidence-based assessment of the scientific research literature on reading and its implications for reading instruction* (NIH Publication no. 00-4769). National Institute of Child Health &

Development. <https://www1.nichd.nih.gov/publications/pubs/nrp/Documents/report.pdf>

6. Reduced Class Size Wetmore Elementary (additional Classroom Teacher)

6A. \$50,000 (FY23)

6B. Meta-Analysis of Research on Class Size and Achievement Author(s): Gene V. Glass and Mary Lee Smith

Source: Educational Evaluation and Policy Analysis, Vol. 1, No. 1 (Jan. - Feb., 1979), pp. 2- 16

Published by: American Educational Research Association

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

Considering the overwhelming response that was received through surveying our families to improve ventilation and filtration, The USD 113 Board of Education voted to move forward with an investment of \$813,360 toward an HVAC project that will impact students on all three district campuses. This update will improve obsolete controls and equipment in order to establish a healthier learning environment.

Employee retention continues to be a challenge in our Covid-impacted world. This plan includes \$100,395 budgeted toward Premium pay for FY2023. This will provide compensation for the purpose of incentivizing employees to work through the school year as we educate students in-person in a covid-impacted place of employment.

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

It has been our goal to ensure that our ESSER plan included input and collaboration from all key stakeholders within our community. We have utilized both qualitative and quantitative data to make informed decisions that will meet the needs of our community with a focus on all of our students including any diverse demographic groups that may have been impacted disproportionately. As we move forward we will continue to collaborate with all of our stakeholders and we will utilize our data to determine the evolving needs of our district. This data analysis will ensure that we are monitoring the implementation of the interventions that we will put in place as a result of our ESSER funds. As a district we have implemented a feedback loop through our work with TASN that allows us to collaborate and communicate at all levels of our system. This ongoing communication will ensure that we are monitoring the impact and implementation of our interventions. We will also continue to utilize these collaborative conversations to inform our decision making throughout the pandemic and beyond.

Allocations

Direct Allocation			True Up Allocation	Total Allocation	20% Minimum	
ESSER III Allocations		\$1,143,060	\$0	\$1,143,060	ESSER III Allocations	\$228,612
Approved Total	\$0		\$0	\$0	Approved Total	\$0
Amount Left		\$1,143,060	\$0	\$1,143,060	Amount Still Needed	\$228,612
In Review Total	\$1,143,060		\$0	\$1,143,060	In Review Total	\$228,622
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
113-3-0001	Direct	True	1000	110	12	\$46,764	Task Force Review
113-3-0002	Direct	True	1000	220	12	\$3,358	Task Force Review
113-3-0003	Direct	False	4700	400	14	\$313,360	Task Force Review
113-3-0004	Direct	False	4700	400	14	\$250,000	Task Force Review
113-3-0005	Direct	False	4700	400	14	\$250,000	Task Force Review
113-3-0006	Direct	True	1000	650	12	\$25,500	Task Force Review
113-3-0007	Direct	False	1000	110	16	\$56,048	Task Force Review
113-3-0008	Direct	False	1000	120	16	\$10,500	Task Force Review
113-3-0009	Direct	False	1000	220	16	\$4,657	Task Force Review
113-3-0011	Direct	False	2400	120	16	\$5,000	Task Force Review
113-3-0012	Direct	False	2400	220	16	\$383	Task Force Review
113-3-0014	Direct	False	2500	120	16	\$2,750	Task Force Review
113-3-0015	Direct	False	2500	220	16	\$210	Task Force Review
113-3-0017	Direct	False	2600	120	16	\$5,500	Task Force Review
113-3-0018	Direct	False	2600	220	16	\$421	Task Force Review
113-3-0020	Direct	False	2710	120	16	\$6,250	Task Force Review
113-3-0021	Direct	False	2710	220	16	\$478	Task Force Review
113-3-0023	Direct	False	3100	120	16	\$8,250	Task Force Review
113-3-0024	Direct	False	3100	220	16	\$631	Task Force Review
113-3-0026	Direct	True	2200	300	12	\$25,000	Task Force Review
113-3-0027	Direct	True	2100	600	12	\$23,000	Task Force Review
113-3-0028	Direct	True	1000	220	11A	\$7,255	Task Force Review
113-3-0029	Direct	True	1000	290	11A	\$105	Task Force Review
113-3-0030	Direct	True	1000	110	11A	\$47,320	Task Force Review
113-3-0031	Direct	True	1000	120	11A	\$47,320	Task Force Review
113-3-0032	Direct	True	1000	610	11A	\$3,000	Task Force Review

Line Item Details

Line Item ID: 113-3-0001
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**Allocation Type**

Direct Allocation

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

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

**Account Name**

WAC INSTRUCT-CERT-ESSER III

**Account Number**

79110

**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**

\$46,764

**Budgeted Expenditures in SFY 2024**

\$0

**Total Expenditures**

\$46,764

**Status**

Task Force Review

**Line Item Comment from KSDE**

Why? For what?

Line Item ID: 113-3-0002

**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**

INSTRUCT-SOC SEC ESSER III

**Account Number**

79220

**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**

\$3,358

**Budgeted Expenditures in SFY 2024**

\$0

**Total Expenditures**

\$3,358

**Status**

Task Force Review

Line Item ID: 113-3-0003



**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**

SHS - HVAC PROJECT

**Account Number**

79470

**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**

\$191,150

**Budgeted Expenditures in SFY 2023**

\$122,210

**Budgeted Expenditures in SFY 2024**

\$0

**Total Expenditures**

\$313,360

**Status**

Task Force Review

**Line Item Comment from KSDE**

Allowable if CDC guidelines are met. Capital Improvement documentation required.

Line Item ID: 113-3-0004

**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**

WAC - HVAC PROJECT

**Account Number**

79475

**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**

\$152,500

**Budgeted Expenditures in SFY 2023**

\$97,500

**Budgeted Expenditures in SFY 2024**

\$0

**Total Expenditures**

\$250,000

**Status**

Task Force Review

**Line Item Comment from KSDE**

Allowable if CDC guidelines are met. Capital Improvement documentation required.

Line Item ID: 113-3-0005

**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**

APS - HVAC PROJECT

**Account Number**

79479

**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**

\$152,500

**Budgeted Expenditures in SFY 2023**

\$97,500

**Budgeted Expenditures in SFY 2024**

\$0

**Total Expenditures**

\$250,000

**Status**

Task Force Review

**Line Item Comment from KSDE**

Allowable if CDC guidelines are met. Capital Improvement documentation required.

Line Item ID: 113-3-0006

**Allocation Type**

Direct Allocation

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

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

**Account Name**

INSTRUCTIONAL - IT SUPPLIES

**Account Number**

79610

**Function Code**

1000 - Instruction

**Object Code**

650 - Supplies-Technology Related

**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**

\$12,750

**Budgeted Expenditures in SFY 2024**

\$12,750

**Total Expenditures**

\$25,500

**Status**

Task Force Review

Line Item ID: 113-3-0007

**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**

INSTRUCTIONAL-CERT ESSER III

**Account Number**

79112

**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**

\$56,048

**Budgeted Expenditures in SFY 2023**

\$0

**Budgeted Expenditures in SFY 2024**

\$0

**Total Expenditures**

\$56,048

**Status**

Task Force Review

**Line Item Comment from KSDE**

Details.

Line Item ID: 113-3-0008

**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**

INSTRUCT-NON CERT ESSER III

**Account Number**

79121

**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**

\$10,500

**Budgeted Expenditures in SFY 2023**

\$0

**Budgeted Expenditures in SFY 2024**

\$0

**Total Expenditures**

\$10,500

**Status**

Task Force Review

Line Item ID: 113-3-0009

**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**

S. SECURITY-INSTRUCT ESSRIII

**Account Number**

79224

**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**

\$4,657

**Budgeted Expenditures in SFY 2023**

\$0

**Budgeted Expenditures in SFY 2024**

\$0

**Total Expenditures**

\$4,657

**Status**

Task Force Review

Line Item ID: 113-3-0011

**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**

SCH ADM-NON CERT ESSER III

**Account Number**

79124

**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**

\$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: 113-3-0012

**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**

S. SEC - SCH ADMIN ESSER III

**Account Number**

79225

**Function Code**2400 - Support Services (School  
Administration)**Object Code**

220 - Social Security Contributions

**Allowable Use**16 - Other activities necessary to  
maintain LEA operations and services  
and employ existing LEA staff.**Budgeted Expenditures in SFY 2021**

\$0

**Budgeted Expenditures in SFY 2022**

\$383

**Budgeted Expenditures in SFY 2023**

\$0

**Budgeted Expenditures in SFY 2024**

\$0

**Total Expenditures**

\$383

**Status**

Task Force Review

Line Item ID: 113-3-0014

**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**

DIST OFF-NONCERT SAL ESSER III

**Account Number**

79123

**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**

\$2,750

**Budgeted Expenditures in SFY 2023**

\$0

**Budgeted Expenditures in SFY 2024**

\$0

**Total Expenditures**

\$2,750

**Status**

Task Force Review

Line Item ID: 113-3-0015

**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**

S. SECURITY DIST OFF ESSER III

**Account Number**

79223

**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**

\$210

**Budgeted Expenditures in SFY 2023**

\$0

**Budgeted Expenditures in SFY 2024**

\$0

**Total Expenditures**

\$210

**Status**

Task Force Review

Line Item ID: 113-3-0017

**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**

CUSTODIAL SAL ESSER III

**Account Number**

79126

**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**

\$5,500

**Budgeted Expenditures in SFY 2023**

\$0

**Budgeted Expenditures in SFY 2024**

\$0

**Total Expenditures**

\$5,500

**Status**

Task Force Review

Line Item ID: 113-3-0018

**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**

S. SEC - CUSTODIAL ESSER III

**Account Number**

79226

**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**

\$421

**Budgeted Expenditures in SFY 2023**

\$0

**Budgeted Expenditures in SFY 2024**

\$0

**Total Expenditures**

\$421

**Status**

Task Force Review

Line Item ID: 113-3-0020

**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**

TRANSP SAL ESSER III

**Account Number**

79127

**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**

\$6,250

**Budgeted Expenditures in SFY 2023**

\$0

**Budgeted Expenditures in SFY 2024**

\$0

**Total Expenditures**

\$6,250

**Status**

Task Force Review

Line Item ID: 113-3-0021

**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**

S. SEC - TRANSP    ESSER III

**Account Number**

79227

**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**

\$478

**Budgeted Expenditures in SFY 2023**

\$0

**Budgeted Expenditures in SFY 2024**

\$0

**Total Expenditures**

\$478

**Status**

Task Force Review

Line Item ID: 113-3-0023

**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**

FOOD SERVICE    ESSER III

**Account Number**

79131

**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**

\$8,250

**Budgeted Expenditures in SFY 2023**

\$0

**Budgeted Expenditures in SFY 2024**

\$0

**Total Expenditures**

\$8,250

**Status**

Task Force Review

Line Item ID: 113-3-0024



**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**

S. SEC - FOOD SVS ESSER III

**Account Number**

79228

**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**

\$631

**Budgeted Expenditures in SFY 2023**

\$0

**Budgeted Expenditures in SFY 2024**

\$0

**Total Expenditures**

\$631

**Status**

Task Force Review

Line Item ID: 113-3-0026

**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**

STAFF SUPP-PURCH PROF/TECH SVS

**Account Number**

79322

**Function Code**

2200 - Support Services (Instructional Staff)

**Object Code**

300 - PURCHASED PROFESSIONAL AND TECHNICAL SERVICES

**Allowable Use**

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

**Budgeted Expenditures in SFY 2021**

\$0

**Budgeted Expenditures in SFY 2022**

\$0

**Budgeted Expenditures in SFY 2023**

\$12,500

**Budgeted Expenditures in SFY 2024**

\$12,500

**Total Expenditures**

\$25,000

**Status**

Task Force Review

**Line Item Comment from KSDE**

What's the tie to underserved populations?

Line Item ID: 113-3-0027

**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**

ST SUPP - SUPPLIES ESSER III

**Account Number**

79621

**Function Code**

2100 - Support Services (Students)

**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**

\$11,500

**Budgeted Expenditures in SFY 2024**

\$11,500

**Total Expenditures**

\$23,000

**Status**

Task Force Review

Line Item ID: 113-3-0028

**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**

SUMMER SCH-SOC SEC ESSER III

**Account Number**

79221

**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**

\$355

**Budgeted Expenditures in SFY 2023**

\$3,450

**Budgeted Expenditures in SFY 2024**

\$3,450

**Total Expenditures**

\$7,255

**Status**

Task Force Review

Line Item ID: 113-3-0029

**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**

SUMMER SCH-UNEMPL ESSER III

**Account Number**

79291

**Function Code**

1000 - Instruction

**Object Code**

290 - Other Employee Benefits

**Allowable Use**

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

**Budgeted Expenditures in SFY 2021**

\$0

**Budgeted Expenditures in SFY 2022**

\$5

**Budgeted Expenditures in SFY 2023**

\$50

**Budgeted Expenditures in SFY 2024**

\$50

**Total Expenditures**

\$105

**Status**

Task Force Review

Line Item ID: 113-3-0030

**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**

SUMMER SCHOOL-CERT ESSER III

**Account Number**

79111

**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**

\$2,320

**Budgeted Expenditures in SFY 2023**

\$22,500

**Budgeted Expenditures in SFY 2024**

\$22,500

**Total Expenditures**

\$47,320

**Status**

Task Force Review

Line Item ID: 113-3-0031

**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**

SUMMER SCH-NONCERT ESSER III

**Account Number**

79120

**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**

\$2,320

**Budgeted Expenditures in SFY 2023**

\$22,500

**Budgeted Expenditures in SFY 2024**

\$22,500

**Total Expenditures**

\$47,320

**Status**

Task Force Review

Line Item ID: 113-3-0032

**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**

SUMMER SCHOOL SUPPLIES

**Account Number**

79430

**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**

\$1,000

**Budgeted Expenditures in SFY 2023**

\$1,000

**Budgeted Expenditures in SFY 2024**

\$1,000

**Total Expenditures**

\$3,000

**Status**

Task Force Review

# ESSER III APPLICATION FOR D0247

**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>
Cherokee	506 South Smelter, Cherokee, KS 667245015	506 S Smelter, Cherokee, KS 667245015
<u>Superintendent Name</u>	<u>Superintendent E-mail Address</u>	<u>Superintendent Phone Number</u>
Brad Miner	bminer@usd247.com	(620) 457-8350

## Authorized Representative of the District Information

<u>Name</u>	<u>Position of Title</u>	<u>E-mail Address</u>	<u>Phone Number</u>
Brad Miner	Superintendent	bminer@usd247.com	(620) 457-8350
<u>Other District Representative 1 - Name</u>	<u>Other District Representative 1 - E-mail Address</u>		
Bill Nott	bnott@usd247.com		
<u>Other District Representative 2 - Name</u>	<u>Other District Representative 2 - E-mail Address</u>		

## Plan for Safe Return

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

<https://usd247.com/usd-247-safe-return-and-continuity-of-services-plan-2021-22/>

## Use of Funds for CDC Guidance

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

We are working closely with our county health department, the Kansas State Department of Education (KSDE), the Kansas Department of Health and Environment (KDHE), our local education service center, neighboring school districts, and the CDC to remain up-to-date on guidance related to safely operating in-person learning for the school year. We will continue to weigh heavily this guidance as we move forward. From this guidance we have used and will continue to use ESSER funds to implement COVID mitigation strategies within the district that are recommended by the CDC which include wearing face masks, social distancing, frequent hand washing and sanitizing, purchasing cleaning and disinfecting supplies for daily disinfection of surfaces, implementing COVID testing, etc.

According to the CDC, improving ventilation is an important prevention strategy that can reduce the number of virus particles in the air and bringing fresh outdoor air into a building helps keep virus particles from concentrating inside. Therefore, we will also use our funds to improve our HVAC units to provide fresh air and improve ventilation in classrooms and offices. The CDC also recommends frequent handwashing to keep from getting and spreading infectious illness such as COVID-19. Installing touchless valves on all toilets and sinks in the district will promote frequent handwashing and will eliminate contact with those frequently touched surfaces thus reducing the risk of spreading COVID-19 that can live on those surfaces. These devices will be particularly important in mitigating the spread of the virus as we have visitors come into our schools for events.

We will also use these funds to support an additional school nurse and hire an additional bus driver. Adding a nurse will allow us to effectively and efficiently implement COVID-19 testing of students and staff which in turn can keep more students and staff on site for in-person learning. The addition of a nurse will also allow us to better communicate with families and the local health department as well as assist with contact tracing. An additional bus driver will allow for greater social distance on buses by limiting the number of students on a bus. With the large number of students we transport, this is a positive mitigation strategy.

## Stakeholder Engagement

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

### Students

We reached out to our middle school and high school students through a survey to gain their input on how to use our ESSER III funds. Of those responding, 58% supported upgrading HVAC systems in the district to improve the exchange of fresh air in classrooms and offices, 51% responded in favor of adding touchless toilets and faucets in the district, 49% supported upgrading windows to allow for more fresh air, 47% were in favor of adding additional instructional materials, 33% supported construction of a new elementary cafeteria to allow for social distancing, 29% supported additional health personnel, 22% were supportive of after school learning programs, 20% were supportive of additional support for academic intervention, and 8% were in favor of summer learning programs. In addition, the Superintendent's Student Advisory group met with the superintendent to further provide input. This group of students representing all middle and high school students indicated their support for adding instructional materials and resources, providing additional health personnel to assist the school nurse, construction of a new elementary cafeteria to allow for adequate social distancing, upgrading heating and air conditioning to allow for fresh air into classrooms and offices, and installing touchless faucets and toilets. Other items that the group shared their support for included touchless soap dispensers, improving hot water availability in locker rooms at the high school, adding a new girls locker room at the middle school to allow for greater social distancing, replacing the scoreboard sign at the football field, and increasing the number of water bottle filling stations at the elementary school. All survey results were shared with the board of education who then used that input to determine what to include on the district ESSER III application.

### Families

The district created a survey for families to provide input for potential uses of ESSER III funding. The district had 86 families respond to this survey. Of the 86 responding, 71% were supportive of upgrading HVAC systems to allow for fresh air circulation and better ventilation in classrooms and offices, 60% were in favor of upgrading windows to improve fresh air circulation, 56% were supportive of both after school learning programs and touchless faucets and toilets, 55% supported additional instructional materials and resources, 50% were supportive of the construction of a new cafeteria at the elementary school to allow for proper social distancing, 44% were in favor of summer learning programs, 40% supported additional personnel to support academic intervention, and 26% supported additional health personnel. All survey results were shared with the board of education who then used that input to determine what to include on the district ESSER III application.

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

As a small school district, all school administrators are actively involved in all aspects of developing a plan to use ESSER III funding. The admin team meets once a week at a minimum and COVID related information and mitigation is always on the agenda. In addition to district administration, the lead school nurse provides input as well.

Our district is a member of the SEK Interlocal that provides our special education services. The administration from both the interlocal and the school district work closely, meeting at least once a month, to ensure the needs of identified students and special education staff are addressed with ESSER funding. In addition, the district has a board member that serves on the interlocal board which improves communication and the sharing of ideas and resources.

All stakeholder input was reviewed by this group of stakeholders to create recommendations for the board of education for use of the ESSER III funds. From the stakeholder input, the following recommendations were shared with the board: To provide summer and after school learning opportunities to address learning loss, add an academic support specialist at the elementary school, provide staff and students with instructional materials and resources and technology to address learning loss, add an assistant school nurse, construct a new elementary cafeteria to allow for social distancing, upgrade HVAC systems to allow for fresh air ventilation, and add touchless faucets and toilet valves.

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

The USD 247 administration and board of education have a strong working relationship with both classified and certified staff as well as the teachers union. All staff members were given the opportunity to share input through a short survey concerning the potential uses of ESSER III funding. Twenty-six staff members, including members of our local teachers union, participated in the survey. Of the 26 responding, 69% supported upgrading HVAC units to circulate fresh air and improve ventilation in classrooms and offices, 65% were in favor of upgrading to touchless faucets and toilets, 62% supported adding academic personnel support, 46% supported upgrading windows to improve fresh air in classrooms and offices, 38% were in favor of both adding additional instructional resources and after school learning programs, 54% were supportive of adding a new cafeteria at the elementary school to be able to meet social distancing expectations, and 31% supported both summer learning programs and adding additional health personnel. The superintendent also was available and visited with several staff members in person, by email, or phone to discuss any concerns or any ideas they wanted to share. All survey results were shared with the board of education who then used that input to determine what to include on the district ESSER III application.

## **Tribes**

USD 247 does not have any Tribes located in the district or within 50 miles of our district, nor does our information system indicate if students are a member of a tribe. However, we have identified eleven families within our district that have listed their ethnicity as American Indian. To ensure these families were given the opportunity to provide input into the use of our ESSER III funds, we created a survey specifically to gain feedback from them. The district received a 100% return of these surveys and through the surveys we learned that some families indicated that they were members of a tribe, or identified with a tribe, but may or may not have been a registered member of a tribe. The survey revealed the top two priorities for approximately 45% of those responding was to add instructional materials and resources and touchless faucets and toilets. In addition, after school learning programs and upgrading heating and air conditioning systems to allow for fresh air into classrooms and offices were recommended by nearly 30% of respondents. Other items receiving support included adding additional personnel support for academic intervention, adding health personnel to assist the school nurse, construction of a new elementary cafeteria to allow for greater social distancing, and upgrading windows to allow for fresh air into classrooms and offices.

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

Our district reached out to the Disability Rights Center (DRC) of Kansas located in Topeka, Kansas and they provided input to us and it is reflected in some of the ways we plan to use our ESSER III funds. They shared the following with us via email: "To follow up on our telephone conversation, the Disability Rights Center of Kansas supports schools in Kansas which are trying to obtain additional educational supports and services to address the loss in learning by students, particularly students with disabilities, due to the covid pandemic. DRC is the officially designated protection and advocacy organization in Kansas for individuals with disabilities. We are a private non-profit which provides legal advocacy services to clients on a variety of disability rights issues, including education issues encountered by students with disabilities. Since March 2020, our office has received numerous calls from parents of children with disabilities with concerns about the harmful disruption to the educational progress of their children due to the pandemic. They see their children, like their peers, struggling to catch up to where they were educationally prior to the onset of the pandemic. Unlike their peers, however, their disabilities often create an additional barrier to making progress. Additional supports and services, such as summer enrichment programs and after school tutoring, are necessary to give students with disabilities a better opportunity to stop the slide in their educational progress due to the pandemic."

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



Special Education Consultation Summary: The American Rescue Plan Act of 2021 requires LEAs to engage in meaningful consultation with specific stakeholder groups within the LEA and community. The SEK Interlocal collaborates with member districts in providing special education and related services to identified district students. Our district is a member of the SEK Interlocal and the administration from both the interlocal and the school district meet monthly and work together to ensure the needs of identified students and special education staff are addressed with ESSER funding.

Need: In consultation between the district and the SEK Interlocal, both entities recognize needs and priorities of learning loss, and an increase in psychosocial issues, for disabled students directly related to the pandemic and subsequent school closure and disruptions.

Specifically:

\*School Closure and Remote Instruction implemented for students created learning loss for some students, especially those who require extra academic assistance, benefit from direct peer modeling, or whose instruction requires differentiation and individualization. Students with health disabilities have been especially impacted.

\*Disruptions in access to peers, structured educational environments, and behavioral supports have increased the intensity and need for social emotional supports for many students including students with disabilities.

Priorities: The district and SEK Interlocal acknowledge that utilizing ESSER III dollars to support the following types of extra supports would benefit not only students with disabilities, but all students:

\*Expanded learning opportunities such as after school programs and summer school programs to provide enriched learning opportunities.

\*Increased professional and staffing increases to expand access and support for individualized learning. This may require increased cost of funding to raise compensation levels in effort to compete with a human resource shortage.

\*Programs and resources to support students and families experiencing social-behavioral issues. This could include school-wide behavioral supports, and increased access to staff trained to address these needs.

\*Activities or implementation of best practices related to health and wellness such as increased nursing staff, health education and exercise programs. Modifications to the school environment and use of advancements to promote air quality and a sanitary environment.

English Language Learners and Migratory Students: When every student enrolls in our school, parents or guardians complete a language survey that provides information about each student's language proficiency and needs. The data from these surveys are noted in our student information system which does not currently show any students with English Language Learning needs. Our data system also tracks migratory students and currently the district does not have any of those students.

Homeless Students: Each year every family completes a housing survey that both provides information on that student's current housing, whether temporary or permanent, if it is shared housing and who they reside with currently. It also provides parents/guardians with their child's housing and educational rights and the contact information for our homeless liaison. The students who are identified as homeless are those who usually live with a relative and there are very few of those within our district. We reached out to these students/families and provided the opportunity to give input into the use of ESSER funds through our survey.

Foster Students: There is a very small enrollment of foster students, but these students usually live with a relative as well. We reached out to these families to participate in any discussions and surveys concerning the use of ESSER funds. In addition, the district reached out and surveyed the Partnership for All Cherokee County Children. This group consists of people who work in our county and provide services to all of the children groups mentioned in this section of the application. We asked them to choose the three areas they felt needed to be addressed with the ESSER III funds. Seventy-five percent of the respondents chose, "Planning and implementing summer learning and supplemental after-school programs," as one of their choices. Three other choices received 50 percent of the responses. They are as follows: Activities to address the unique needs of low-income children, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including outreach and service delivery; Providing mental health services and supports; and Addressing learning loss among students, including vulnerable populations. Our district agrees that these are all critical areas that need to be addressed with the ESSER III funding, and we believe they are all addressed in our plan. In addition, the district reached out to KVC (Kaw Valley Center - nonprofit organization that helps families with in-home therapy, behavioral healthcare, foster care, adoption and children's psychiatric hospitals.) and TFI (a private not-for-profit 501(c)(3) organization providing foster care services and care for the children and families in Kansas, Nebraska, Oklahoma, & Texas) but did not receive any response back to our requests for input.

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

The district held an open discussion on the use of ESSER 3 funds at two board meetings at which parents or community members could voice any input for the use of the funds. Attendance at these meetings was poor. In addition, a district survey was conducted and provided to staff, parents, students, and community members. There were 172 responses to the survey. Below are the percentages of respondents rating items as being in their top two uses for the funds: Summer Learning Programs (8.1%), After school programs (15.1%), additional academic support (18.6%), additional instructional materials (23.3%), additional health personnel (8.7%), new elementary cafeteria for social distancing (24.4%), upgrading HVAC with fresh air (41.9%), upgrading windows for fresh air (24.4%), and touchless faucets and toilets (35.5%). The district also held a community conversation in February. This included members from the community, school administration and staff, various entities serving children and families, and a state board of education member. Through this conversation the need for quality housing and childcare were made clear for the school district to be able to better support staff and families, especially those impacted by the pandemic. The importance of using ESSER funds to keep school open during the pandemic so staff and parents can maintain their employment while having a safe place for their children during the work day was a priority. The district, in conjunction with the health department, have worked diligently during the pandemic to keep school open and in-person and we have done so even when other schools shut down. As a follow up step, the district will partner with The Family Resource Center in Pittsburg, Kansas to conduct a study to have data to provide further direction and next steps for the board of education.

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

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

USD 247 began the 2020-2021 school year in-person with a limited remote learning option. The district did not miss any school due to COVID but did miss several days due to winter weather conditions. Generally, the district operated normally while implementing several COVID mitigation strategies such as wearing face masks, social distancing, placing students in cohort groups and adjusting student schedules, frequent hand washing and sanitizing, temperature checks, etc. By the end of the school year we were experiencing very little impact from the pandemic.

We began the 2021-2022 school year with many of the same mitigation strategies as we used the previous year. The biggest change was not having a remote learning option available for students. We have been in-person since August 19 and have experienced very few positive COVID cases or related quarantines. We continue to work closely with our local health department and began the year wearing face masks per their recommendation.

The main areas of impact from the pandemic include academic impact, social-emotional impact, financial impact, and an impact on nursing services. These areas are addressed individually in the following paragraphs.

Academic – FastBridge data shows academic decline for elementary students. Middle school data shows students maintained knowledge but did not show growth. In a normal school year we would expect 3 points of growth in math and 8 points in reading. For the 2020-2021 school year most of our grade levels did not achieve this metric. Grade reports indicate students who chose the remote option had more failing grades than those who were in person. High school data shows a 22% increase in students failing classes as compared to last year. Seniors at-risk of graduating have increased over last year 1 to 5 and high school dropouts have gone from 0 to 3. Members of the 2021-2022 senior class requesting early graduation in December is larger than in the past. The most prevalent reason given is the desire to increase their work availability to earn money to better support themselves and thus taking some of the burden off of their parents whose employment has been negatively affected by the pandemic. Additionally, composite ACT average scores have fallen dramatically since the pandemic began.

ACT Composite Class Averages are as follows: 2019 (20.4), 2020 (17), 2021 (19.1), and 2022 (17.0).

For the Spring of 2021, the 3rd and 4th grade state assessments in mathematics and reading overall continued to show positive results as the district median was above the state median. At the middle school level, our students' reading scores were near the state median in grade 5 and 8, and at or above the state median in grades 6th and 8th. The 6th, 7th, and 8th grade math scores were near or above the state median, too. The tenth graders scored near the state median in math, as well.

Although at or near the state median in several grade levels, as a district, learning loss was observed by a decrease in the number of students scoring at Levels 3 and 4 in reading from before the pandemic in 2018-2019 and 2020-2021 at grades 5, 6, 7, and at the high school level. In math, grade levels 4, 5, 6, 7, and high school also showed learning loss through a decrease of students scoring in Levels 3 and 4 during the same period.

Summer 2021, elementary at-risk students in reading and/or math, were given the opportunity to attend a summer program that focused on both of these areas over a period of 6 weeks. Data on math and reading showed an increase in student learning during this time frame. When school started in the fall, the academic program continued after school. The purpose of the afterschool program is to focus on student learning loss in the areas of math and reading as a result of the pandemic. The afterschool program was also implemented at the middle and high school levels to address student learning loss.

**Social Emotional** - For the 2020-2021 school year, the district saw an increase in the number of students referred for mental health support. Our part-time school-based therapist had 153 student encounters by early spring and seventeen of these children were seen regularly for therapy. Our high school counselor has seen an increase in the number of students requiring on-going counseling going from 30 students in 2019-2020 to 45 students in 2020-2021. Our high school has also experienced an increase in the number of students using drugs and tobacco.

To begin the 2021-2022 school year, the district was able to move from a part-time school based therapist to a full-time therapist. For the first two months of school, the therapist has had 35 encounters with students and 25 students are currently receiving therapy.

The increase in students needing mental health support has our counselors being utilized at all levels more than ever to both support individual student needs as well as presenting classroom lessons that support mental health and awareness. As of Nov. 2021, our therapist has the following caseload per building: Elementary 12 students, Middle School 16 students, and High School 12 students. This number is continuously changing as more and more families are reaching out for the services.

**Financial** – When the pandemic hit, we were not a district wide one-to-one device school. Classrooms were not designed to teach remotely and in person at the same time. Equipment was needed including computers, cameras, smartboard technology, etc. Professional development was also needed. Many families did not have internet access and the district provided hotspots which created another cost. Expenses were incurred to ensure a safe return to in-person learning and to mitigate the virus. Personal protective equipment, cleaning and sanitation supplies, additional personnel, thermometers, hand sanitizer, etc., were needed. The ESSER funds have offset these costs to the district and have allowed the district to purchase many items to help ensure the safety of students and staff.

**Nursing Services** - The pandemic has also impacted our nursing services greatly in the district. Our district has three buildings of which one of them is in another town 10 minutes away. The COVID impact being so great made it very difficult for our one nurse to serve the staff and students in a timely manner. The added responsibilities included contact tracing, COVID testing, additional communication and information sharing with families and staff, a day to day communication and working relationship with the local health department, helping to implement mitigation strategies and to monitor their effectiveness, etc. Federal funds have played a significant role in the district being able to add an additional nurse to better address needs created by the pandemic.

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

We will use ESSER funds to address the academic impact of lost instructional time in the following ways:

1. Implement Summer Learning Programs and After School Programs - Evidence suggests benefits to offering students the opportunities to engage in summer learning and after school programs that include academic and social-emotional learning activities to minimize learning loss. USD 247 will implement summer learning programs and after school learning programs in our district to address learning loss as a result of the pandemic. Evidence to support summer learning and after school learning programs includes, but is not limited to the following:

Kidron, Y., & Lindsay, J. (2014). The Effects of Increased Learning Time on Student Academic and Nonacademic Outcomes: Findings from a Meta-Analytic Review. REL 2014-015. Regional Educational Laboratory Appalachia.

S. McCombs, J. S., Augustine, C., Schwartz, H., Bodilly, S., McInnis, B., Lichter, D., & Cross, A. B. (2012). Making summer count: How summer programs can boost children's learning. *Education Digest: Essential Readings Condensed For Quick Review*, 77(6), 47–52. Retrieved from [https://www.rand.org/content/dam/rand/pubs/monographs/2011/RAND\\_MG1120.pdf](https://www.rand.org/content/dam/rand/pubs/monographs/2011/RAND_MG1120.pdf)

Terzian, M., & Moore, K. A. (2009). What works for summer learning programs for low-income children and youth: Preliminary lessons from experimental evaluations of social interventions. Washington, DC. Author. Retrieved from <https://www.childtrends.org/wp-content/uploads/2009/09/2009-41WWSummerLearning.pdf>

Sloan McCombs, J., Augustine, C. H., Schwartz, H. L., Bodilly, S. J., McInnis, B., Lichter, D. S., & Brown Cross, A. (2012). Making summer count: How summer programs can boost children's learning. *Education Digest: Essential Readings Condensed for Quick Review*, 77(6), 47–52. Retrieved from <https://eric.ed.gov/?id=EJ978299> Full text available from <https://www.wallacefoundation.org/knowledge-center/pages/making-summer-count-how-summer-programs-can-boost-childrens-learning.aspx>

2. USD 247 uses the PLC (Professional Learning Community) framework to ensure high levels of learning for all students. A PLC asks three questions: What do we want our students to know? How will we know if they know it? What do we do if they don't know it? And what do we do if they do know it? Our students have experienced learning loss during the pandemic, therefore, how we respond to the question, "What do we do if they don't know it?", is very important in closing the learning gap. This question is addressed through our MTSS process. To strengthen this process, USD 247 will utilize ESSER III funds to hire an Academic Support Specialist to provide MTSS support to students identified with learning loss from the pandemic. A key component of MTSS that is currently lacking at our elementary school is a certified teacher to provide individual and small group supplemental and intensive instruction to struggling students during the school day. Our academic specialist will work in conjunction with our classroom teachers to provide this protected time for instructional support. According to research, as the intensity of instruction is needed, group size should decrease and be provided by highly trained and certified teachers. It is important to note that our academic specialist will be a certified teacher and highly qualified to provide the highest level of support. Research supporting this includes:

Foorman, B., Francis, D., Fletcher, J., Schatschneider, C., & Mehta, P. (1998). The role of instruction in learning to read: Preventing reading failure in at-risk children. *Journal of Educational Psychology*, 90, 37-55.

Vaughn, S., Wanzek, J., Woodruff, A. L., & Linan-Thompson, S. (2007). Prevention and early identification of students with reading disabilities. In D. Haager, J. Klingner, & S. Vaughn (Eds.), *Evidence-Based Reading Practices for Response to Intervention*. Baltimore: Paul H. Brookes Publishing.

Darling-Hammond, L. (2000). Teacher quality and student achievement: A review of state policy evidence. *Education Policy Analysis Archives*, 8(1). Retrieved April 2008 from <http://epaa.asu.edu/epaa/v8n1/>

Elbaum, B., Vaughn, S., Hughes, M.T., & Moody, S.W. (2000). How effective are one-to-one tutoring programs in reading for elementary students at risk for reading failure? A meta-analysis of the intervention research. *Journal of Educational Psychology*, 92, 605-619.

Harn, B., Kame'enui, E., & Simmons, D. (2007). The nature and role of the third tier in a prevention model for kindergarten students. In Haager, D., Klingner, J., and Vaughn, S. (Eds.), *Evidence-Based Reading Practices for Response to Intervention*. Baltimore: Paul H. Brookes Publishing.

Vaughn, S., Linan-Thompson, S., Kouzekanani, K., Bryant, D.P., Dickson, S., & Blozis, S.A. (2003). Reading instruction grouping for students with reading difficulties. *Remedial and Special Education*, 24(5) 301-315.

3. We will also use ESSER funds to address learning loss from the pandemic by strengthening our MTSS assessment system. Specifically we will purchase programs for universal screening, diagnostic testing, progress monitoring, and meeting academic outcomes. These programs are essential as our teachers work with all learners, but especially struggling learners and those affected by the pandemic. Research that supports this includes but:

Fuchs, L. & Fuchs, D. (2007). The role of assessment in the three-tier approach to reading instruction. In Haager, D., Klingner, J., and Vaughn, S. (Eds.), *Evidence-Based Reading Practices for Response to Intervention*. Baltimore: Paul H. Brookes Publishing.

Good, R.H., Simmons, D.C., & Smith, S.B. (1998). Effective academic interventions in the United States: Evaluating and enhancing the acquisition of early reading skills. *School Psychology Review*, 27, 45-56.

Lewis, T.J., Sugai, G. (1999, February). Effective behavior support: A systems approach to proactive schoolwide management. *Focus on Exceptional Children*, 31(6).

#### Screening

Baldian, N.A. (1998). A validation of the role of preschool phonological and orthographic skills in the prediction of reading. *Journal of Learning Disabilities*, 31, 472-481.

Glover, T.A. & Albers, C.A. (2007). Considerations for evaluating universal screening assessments. *Journal of School Psychology*, 42(2), 117-135.

Good, R.H., Simmons, D.C., & Kame'enui, E.J. (2001). The importance of decision-making utility of a continuum of fluency-based indicators of foundational reading skills for third grade high-stakes outcomes. *Scientific Studies of Reading*, 5, 257-288.

Jenkins, J.R. (2003). Candidate measures for screening at-risk students. Paper presented at the NRCLD Responsiveness-to-Intervention Symposium, Kansas City, MO.

McIntosh, K., Horner, R.H., Chard, D.J., Boland, J.B., and Good III, R.H. (2006). The use of reading and behavior screening measures to predict nonresponse to school-wide positive behavior support: A longitudinal analysis, *School Psychology Review*, 35 (2), 275-291.

#### Diagnostic

Nelson, J.R., Benner G.J., & Gonzalez, J. (2003). Learner characteristics that influence the treatment effectiveness of early literacy interventions: A meta analytic review. *Learning Disabilities Research and Practice*, 18, 255-267.

#### Progress Monitoring

Foorman, B.R., & Torgeson, J.K. (2001). Critical elements of classroom and small-group instruction promote reading success in all children. *Learning Disabilities Research and Practice*, 16(4), 202-211.

Fuchs, L.S., Deno, S.L., & Mirkin, P.K. (1984). Effects of frequent curriculum-based measurement on pedagogy, student achievement, and student awareness of learning. *American Educational Research Journal*, 21, 449-460.

McMaster, K. & Wagner, D. (2007). Monitoring response to general education instruction. In S. R. Jimerson, M. K. Burns, & A. M. VanDerHeyden (Eds.), *The Handbook of Response to Intervention: The Science and Practice of Assessment and Intervention*.

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

The district will use its remaining ESSER II and III funds for the following purposes:

1. Premium Pay for Certified and Classified Staff - To retain those who are providing extra services and willing to continue working in a pandemic environment.
2. Assistant School Nurse - These funds will be used to add a school nurse to assist with the additional needs created by the pandemic which include contact tracing, reporting and communicating with the health department and KDHE, on-site COVID testing, and meeting the additional health care needs of staff and students.
3. HVAC Upgrades - To improve the air quality and ventilation in schools. These upgrades will replace existing units with new units that include fresh air circulation.
4. Touchless Faucets and Toilets - To replace existing flush and sink valves with touchless valves. This will allow us to further mitigate COVID transmission among students, staff, and visitors.
5. Cafeteria Building - These funds will be used to create a new building to house a cafeteria on the campus of our elementary school. The existing cafeteria is in the basement of a building that was constructed in 1916 and is very small in size and does not allow us to maintain social distancing of students with at least three feet as CDC mitigation strategies recommend to reduce transmission risk. In addition, there are no windows or HVAC systems that allow for fresh air or adequate ventilation (as recommended by the CDC) in the existing cafeteria which greatly limits our ability to mitigate transmission of the virus. A new, larger cafeteria will allow us to adequately social distance students to mitigate the spread of the virus. The new cafeteria will also have HVAC units that allow fresh air to be circulated throughout the facility. It is also important to note that when reaching out to stakeholders on how best to use our ESSER III funds, creating a new space to be better able to socially distance students during lunch was one of their top 3 priorities as well as improving HVAC units to provide fresh air.
6. Additional Bus Driver - Adding an additional bus driver will allow us to reduce the number of students on a bus route thus increasing our ability to socially distance students on the buses.
7. Additional certified teacher - These funds will be used to hire an additional certified teacher to increase social distancing and address the learning loss of students as a result of the pandemic. We currently have only one Kindergarten section in a small room in which wall construction cannot be opened up or expanded. We do have another small room that the new teacher would occupy. The addition of this certified teacher will allow for greater social distancing which cannot be accomplished in the existing room. This certified teacher addition will also allow us to create a smaller group of students to better address learning loss from the pandemic.
8. Additional paraprofessional - These funds will be used to hire a paraprofessional to work with students one on one and in small groups and to support teachers to address learning loss resulting from the pandemic.

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

Our ESSER Plan was developed collaboratively with key stakeholders in our community, including our local special education cooperative, our education service center, staff, administration, students, community, and the Kansas State Department of Education and KDHE. The focus of our planning and the reason for collaborating with such a diverse group, was to ensure we were developing plans that not only address the general needs of our community, but that we also maintained an important focus on addressing the specific needs of all student and staff populations. These collaborative conversations remain ongoing and will continue to inform our decision making throughout the pandemic and beyond.

In addition, the district administration team meets regularly to ensure ESSER funding is being used as intended and to evaluate the implementation and results of funded strategies, programs, etc. Regular reports will be provided to the board of education who will ultimately oversee implementation, appropriate use of ESSER funds, and results to ensure a positive impact on students.

Allocations

Direct Allocation			True Up Allocation	Total Allocation	20% Minimum	
ESSER III Allocations		\$1,183,410	\$0	\$1,183,410	ESSER III Allocations	\$236,682
Approved Total	\$0		\$0	\$0	Approved Total	\$0
Amount Left		\$1,183,410	\$0	\$1,183,410	Amount Still Needed	\$236,682
In Review Total	\$1,183,410		\$0	\$1,183,410	In Review Total	\$307,264
Amount Left		\$0	\$0	\$0	Amount Still Needed	\$0

Line Items

ID	Allocation Type	Learning Loss	Function Code	Object Code	Allowable Use	Total Expenditures	Status
247-3-0001	Direct	True	1000	111	11A	\$28,650	Task Force Review
247-3-0002	Direct	True	1000	111	11B	\$32,825	Task Force Review
247-3-0003	Direct	True	1000	121	11A	\$8,640	Task Force Review
247-3-0004	Direct	True	1000	121	11B	\$9,900	Task Force Review
247-3-0005	Direct	True	3100	121	11A	\$4,320	Task Force Review
247-3-0006	Direct	True	2700	121	11A	\$7,920	Task Force Review
247-3-0007	Direct	True	2700	121	11B	\$12,600	Task Force Review
247-3-0008	Direct	True	1000	221	11A	\$2,852	Task Force Review
247-3-0009	Direct	True	1000	221	11B	\$3,268	Task Force Review
247-3-0010	Direct	True	3100	221	11A	\$330	Task Force Review
247-3-0011	Direct	True	2700	221	11A	\$606	Task Force Review
247-3-0012	Direct	True	2700	221	11B	\$964	Task Force Review
247-3-0013	Direct	True	1000	260	11A	\$36	Task Force Review
247-3-0014	Direct	True	1000	260	11B	\$43	Task Force Review
247-3-0015	Direct	True	3100	260	11A	\$4	Task Force Review
247-3-0016	Direct	True	2700	260	11A	\$8	Task Force Review
247-3-0017	Direct	True	2700	260	11B	\$13	Task Force Review
247-3-0018	Direct	True	1000	610	11A	\$3,634	Task Force Review
247-3-0019	Direct	True	1000	610	11B	\$1,887	Task Force Review
247-3-0020	Direct	True	1000	121	12	\$90,000	Task Force Review
247-3-0021	Direct	True	1000	221	12	\$6,886	Task Force Review
247-3-0022	Direct	True	1000	260	12	\$90	Task Force Review
247-3-0023	Direct	True	1000	210	12	\$15,240	Task Force Review
247-3-0024	Direct	False	1000	121	16	\$26,000	Task Force Review
247-3-0025	Direct	False	1000	221	16	\$1,989	Task Force Review
247-3-0026	Direct	False	1000	260	16	\$26	Task Force Review
247-3-0027	Direct	True	1000	610	12	\$28,000	Task Force Review
247-3-0028	Direct	False	1000	111	12	\$97,200	Task Force Review
247-3-0029	Direct	False	1000	221	12	\$7,436	Task Force Review
247-3-0030	Direct	False	1000	260	12	\$98	Task Force Review

247-3-0031	Direct	False	1000	210	12	\$15,240	Task Force Review
247-3-0032	Direct	True	1000	121	12	\$30,912	Task Force Review
247-3-0033	Direct	True	1000	221	12	\$2,364	Task Force Review
247-3-0034	Direct	True	1000	260	12	\$32	Task Force Review
247-3-0035	Direct	True	1000	121	12	\$15,240	Task Force Review
247-3-0036	Direct	False	2134	121	16	\$42,125	Task Force Review
247-3-0037	Direct	False	2134	221	16	\$3,223	Task Force Review
247-3-0038	Direct	False	2134	260	16	\$42	Task Force Review
247-3-0039	Direct	False	2134	210	16	\$7,620	Task Force Review
247-3-0040	Direct	False	2700	121	16	\$40,840	Task Force Review
247-3-0041	Direct	False	2700	221	16	\$3,120	Task Force Review
247-3-0042	Direct	False	2700	260	16	\$40	Task Force Review
247-3-0043	Direct	False	2720	213	16	\$15,240	Task Force Review
247-3-0044	Direct	False	4000	450	13	\$282,629	Task Force Review
247-3-0045	Direct	False	2600	730	13	\$62,633	Task Force Review
247-3-0046	Direct	False	2600	739	14	\$270,645	Task Force Review

## Line Item Details

Line Item ID: 247-3-0001

### Allocation Type

Direct Allocation

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

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

### Account Name

Cert Salaries Summer School

### Account Number

90160

### Function Code

1000 - Instruction

### Object Code

111 - Full-Time Certified Salaries

### Allowable Use

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

### **Budgeted Expenditures in SFY 2021**

\$0

### **Budgeted Expenditures in SFY 2022**

\$0

### **Budgeted Expenditures in SFY 2023**

\$14,325

### **Budgeted Expenditures in SFY 2024**

\$14,325

### **Total Expenditures**

\$28,650

### Status

Task Force Review

### **Line Item Comment from KSDE**

Per narrative, "USD 247 will implement summer learning programs and after school learning programs in our district to address learning loss as a result of the pandemic."

Line Item ID: 247-3-0002



**Allocation Type**

Direct Allocation

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

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

**Account Name**

Cert Salaries ASP

**Account Number**

90162

**Function Code**

1000 - Instruction

**Object Code**

111 - Full-Time Certified Salaries

**Allowable Use**

11B - Planning and implementing supplemental after-school programs.

**Budgeted Expenditures in SFY 2021**

\$0

**Budgeted Expenditures in SFY 2022**

\$0

**Budgeted Expenditures in SFY 2023**

\$32,825

**Budgeted Expenditures in SFY 2024**

\$0

**Total Expenditures**

\$32,825

**Status**

Task Force Review

**Line Item Comment from KSDE**

Per narrative, "USD 247 will implement summer learning programs and after school learning programs in our district to address learning loss as a result of the pandemic."

Line Item ID: 247-3-0003

**Allocation Type**

Direct Allocation

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

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

**Account Name**

Class Salaries Paras - Summer

**Account Number**

90170

**Function Code**

1000 - Instruction

**Object Code**

121 - Full-Time Non-Certified Salaries

**Allowable Use**

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

**Budgeted Expenditures in SFY 2021**

\$0

**Budgeted Expenditures in SFY 2022**

\$0

**Budgeted Expenditures in SFY 2023**

\$4,320

**Budgeted Expenditures in SFY 2024**

\$4,320

**Total Expenditures**

\$8,640

**Status**

Task Force Review

**Line Item Comment from KSDE**

Per narrative, "These funds will be used to hire a paraprofessional to work with students one on one and in small groups and to support teachers to address learning loss resulting from the pandemic."

Line Item ID: 247-3-0004

**Allocation Type**

Direct Allocation

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

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

**Account Name**

Class Salaries Paras - ASP

**Account Number**

90172

**Function Code**

1000 - Instruction

**Object Code**

121 - Full-Time Non-Certified Salaries

**Allowable Use**

11B - Planning and implementing supplemental after-school programs.

**Budgeted Expenditures in SFY 2021**

\$0

**Budgeted Expenditures in SFY 2022**

\$0

**Budgeted Expenditures in SFY 2023**

\$9,900

**Budgeted Expenditures in SFY 2024**

\$0

**Total Expenditures**

\$9,900

**Status**

Task Force Review

**Line Item Comment from KSDE**

Per narrative, "These funds will be used to hire a paraprofessional to work with students one on one and in small groups and to support teachers to address learning loss resulting from the pandemic."

Line Item ID: 247-3-0005

**Allocation Type**

Direct Allocation

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

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

**Account Name**

Class Salaries Food Service - Summer

**Account Number**

90178

**Function Code**

3100 - Food Service Operations

**Object Code**

121 - Full-Time Non-Certified Salaries

**Allowable Use**

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

**Budgeted Expenditures in SFY 2021**

\$0

**Budgeted Expenditures in SFY 2022**

\$0

**Budgeted Expenditures in SFY 2023**

\$2,160

**Budgeted Expenditures in SFY 2024**

\$2,160

**Total Expenditures**

\$4,320

**Status**

Task Force Review

**Line Item Comment from KSDE**

Per narrative, "Evidence suggests benefits to offering students the opportunities to engage in summer learning and after school programs that include academic and social-emotional learning activities to minimize learning loss. USD 247 will implement summer learning programs and after school learning programs in our district to address learning loss as a result of the pandemic."

Line Item ID: 247-3-0006

**Allocation Type**

Direct Allocation

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

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

**Account Name**

Class Salary Transportation - Summer

**Account Number**

90180

**Function Code**

2700 - Student Transportation Services

**Object Code**

121 - Full-Time Non-Certified Salaries

**Allowable Use**

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

**Budgeted Expenditures in SFY 2021**

\$0

**Budgeted Expenditures in SFY 2022**

\$0

**Budgeted Expenditures in SFY 2023**

\$3,960

**Budgeted Expenditures in SFY 2024**

\$3,960

**Total Expenditures**

\$7,920

**Status**

Task Force Review

**Line Item Comment from KSDE**

Per narrative, "Evidence suggests benefits to offering students the opportunities to engage in summer learning and after school programs that include academic and social-emotional learning activities to minimize learning loss. USD 247 will implement summer learning programs and after school learning programs in our district to address learning loss as a result of the pandemic."

Line Item ID: 247-3-0007

**Allocation Type**

Direct Allocation

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

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

**Account Name**

Class Salary Transportation - ASP

**Account Number**

90182

**Function Code**

2700 - Student Transportation Services

**Object Code**

121 - Full-Time Non-Certified Salaries

**Allowable Use**

11B - Planning and implementing supplemental after-school programs.

**Budgeted Expenditures in SFY 2021**

\$0

**Budgeted Expenditures in SFY 2022**

\$0

**Budgeted Expenditures in SFY 2023**

\$12,600

**Budgeted Expenditures in SFY 2024**

\$0

**Total Expenditures**

\$12,600

**Status**

Task Force Review

**Line Item Comment from KSDE**

Per narrative, "Evidence suggests benefits to offering students the opportunities to engage in summer learning and after school programs that include academic and social-emotional learning activities to minimize learning loss. USD 247 will implement summer learning programs and after school learning programs in our district to address learning loss as a result of the pandemic."

Line Item ID: 247-3-0008

**Allocation Type**

Direct Allocation

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

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

**Account Name**

Soc Sec Cert /Paras - Summer

**Account Number**

90184

**Function Code**

1000 - Instruction

**Object Code**

221 - FICA - Employer's Contribution

**Allowable Use**

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

**Budgeted Expenditures in SFY 2021**

\$0

**Budgeted Expenditures in SFY 2022**

\$0

**Budgeted Expenditures in SFY 2023**

\$1,426

**Budgeted Expenditures in SFY 2024**

\$1,426

**Total Expenditures**

\$2,852

**Status**

Task Force Review

**Line Item Comment from KSDE**

Per narrative, "Evidence suggests benefits to offering students the opportunities to engage in summer learning and after school programs that include academic and social-emotional learning activities to minimize learning loss. USD 247 will implement summer learning programs and after school learning programs in our district to address learning loss as a result of the pandemic."

Line Item ID: 247-3-0009

**Allocation Type**

Direct Allocation

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

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

**Account Name**

Soc Sec Cert /Paras - ASP

**Account Number**

90186

**Function Code**

1000 - Instruction

**Object Code**

221 - FICA - Employer's Contribution

**Allowable Use**

11B - Planning and implementing supplemental after-school programs.

**Budgeted Expenditures in SFY 2021**

\$0

**Budgeted Expenditures in SFY 2022**

\$0

**Budgeted Expenditures in SFY 2023**

\$3,268

**Budgeted Expenditures in SFY 2024**

\$0

**Total Expenditures**

\$3,268

**Status**

Task Force Review

**Line Item Comment from KSDE**

Per narrative, "Evidence suggests benefits to offering students the opportunities to engage in summer learning and after school programs that include academic and social-emotional learning activities to minimize learning loss. USD 247 will implement summer learning programs and after school learning programs in our district to address learning loss as a result of the pandemic."

Line Item ID: 247-3-0010

**Allocation Type**

Direct Allocation

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

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

**Account Name**

Soc Sec Food Service - Summer

**Account Number**

90192

**Function Code**

3100 - Food Service Operations

**Object Code**

221 - FICA - Employer's Contribution

**Allowable Use**

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

**Budgeted Expenditures in SFY 2021**

\$0

**Budgeted Expenditures in SFY 2022**

\$0

**Budgeted Expenditures in SFY 2023**

\$165

**Budgeted Expenditures in SFY 2024**

\$165

**Total Expenditures**

\$330

**Status**

Task Force Review

**Line Item Comment from KSDE**

Per narrative, "Evidence suggests benefits to offering students the opportunities to engage in summer learning and after school programs that include academic and social-emotional learning activities to minimize learning loss. USD 247 will implement summer learning programs and after school learning programs in our district to address learning loss as a result of the pandemic."

Line Item ID: 247-3-0011

**Allocation Type**

Direct Allocation

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

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

**Account Name**

Soc Sec Trans - Summer

**Account Number**

90194

**Function Code**

2700 - Student Transportation Services

**Object Code**

221 - FICA - Employer's Contribution

**Allowable Use**

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

**Budgeted Expenditures in SFY 2021**

\$0

**Budgeted Expenditures in SFY 2022**

\$0

**Budgeted Expenditures in SFY 2023**

\$303

**Budgeted Expenditures in SFY 2024**

\$303

**Total Expenditures**

\$606

**Status**

Task Force Review

**Line Item Comment from KSDE**

Per narrative, "Evidence suggests benefits to offering students the opportunities to engage in summer learning and after school programs that include academic and social-emotional learning activities to minimize learning loss. USD 247 will implement summer learning programs and after school learning programs in our district to address learning loss as a result of the pandemic."

Line Item ID: 247-3-0012

**Allocation Type**

Direct Allocation

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

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

**Account Name**

Soc Sec Trans - ASP

**Account Number**

90196

**Function Code**

2700 - Student Transportation Services

**Object Code**

221 - FICA - Employer's Contribution

**Allowable Use**

11B - Planning and implementing supplemental after-school programs.

**Budgeted Expenditures in SFY 2021**

\$0

**Budgeted Expenditures in SFY 2022**

\$0

**Budgeted Expenditures in SFY 2023**

\$964

**Budgeted Expenditures in SFY 2024**

\$0

**Total Expenditures**

\$964

**Status**

Task Force Review

**Line Item Comment from KSDE**

Per narrative, "Evidence suggests benefits to offering students the opportunities to engage in summer learning and after school programs that include academic and social-emotional learning activities to minimize learning loss. USD 247 will implement summer learning programs and after school learning programs in our district to address learning loss as a result of the pandemic."

Line Item ID: 247-3-0013

**Allocation Type**

Direct Allocation

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

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

**Account Name**

Unemployment Cert/Paras - Summer

**Account Number**

90198

**Function Code**

1000 - Instruction

**Object Code**

260 - Unemployment Compensation

**Allowable Use**

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

**Budgeted Expenditures in SFY 2021**

\$0

**Budgeted Expenditures in SFY 2022**

\$0

**Budgeted Expenditures in SFY 2023**

\$18

**Budgeted Expenditures in SFY 2024**

\$18

**Total Expenditures**

\$36

**Status**

Task Force Review

**Line Item Comment from KSDE**

Per narrative, "Evidence suggests benefits to offering students the opportunities to engage in summer learning and after school programs that include academic and social-emotional learning activities to minimize learning loss. USD 247 will implement summer learning programs and after school learning programs in our district to address learning loss as a result of the pandemic."

Line Item ID: 247-3-0014

**Allocation Type**

Direct Allocation

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

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

**Account Name**

Unemployment Cert/Paras - ASP

**Account Number**

90200

**Function Code**

1000 - Instruction

**Object Code**

260 - Unemployment Compensation

**Allowable Use**

11B - Planning and implementing supplemental after-school programs.

**Budgeted Expenditures in SFY 2021**

\$0

**Budgeted Expenditures in SFY 2022**

\$0

**Budgeted Expenditures in SFY 2023**

\$43

**Budgeted Expenditures in SFY 2024**

\$0

**Total Expenditures**

\$43

**Status**

Task Force Review

**Line Item Comment from KSDE**

Per narrative, "Evidence suggests benefits to offering students the opportunities to engage in summer learning and after school programs that include academic and social-emotional learning activities to minimize learning loss. USD 247 will implement summer learning programs and after school learning programs in our district to address learning loss as a result of the pandemic."

Line Item ID: 247-3-0015

**Allocation Type**

Direct Allocation

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

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

**Account Name**

Unemployment Food Service - Summer

**Account Number**

90206

**Function Code**

3100 - Food Service Operations

**Object Code**

260 - Unemployment Compensation

**Allowable Use**

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

**Budgeted Expenditures in SFY 2021**

\$0

**Budgeted Expenditures in SFY 2022**

\$0

**Budgeted Expenditures in SFY 2023**

\$2

**Budgeted Expenditures in SFY 2024**

\$2

**Total Expenditures**

\$4

**Status**

Task Force Review

**Line Item Comment from KSDE**

Per narrative, "Evidence suggests benefits to offering students the opportunities to engage in summer learning and after school programs that include academic and social-emotional learning activities to minimize learning loss. USD 247 will implement summer learning programs and after school learning programs in our district to address learning loss as a result of the pandemic."

Line Item ID: 247-3-0016

**Allocation Type**

Direct Allocation

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

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

**Account Name**

Unemployment Trans - Summer

**Account Number**

90208

**Function Code**

2700 - Student Transportation Services

**Object Code**

260 - Unemployment Compensation

**Allowable Use**

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

**Budgeted Expenditures in SFY 2021**

\$0

**Budgeted Expenditures in SFY 2022**

\$0

**Budgeted Expenditures in SFY 2023**

\$4

**Budgeted Expenditures in SFY 2024**

\$4

**Total Expenditures**

\$8

**Status**

Task Force Review

**Line Item Comment from KSDE**

Per narrative, "Evidence suggests benefits to offering students the opportunities to engage in summer learning and after school programs that include academic and social-emotional learning activities to minimize learning loss. USD 247 will implement summer learning programs and after school learning programs in our district to address learning loss as a result of the pandemic."

Line Item ID: 247-3-0017

**Allocation Type**

Direct Allocation

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

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

**Account Name**

Unemployment Trans - ASP

**Account Number**

90210

**Function Code**

2700 - Student Transportation Services

**Object Code**

260 - Unemployment Compensation

**Allowable Use**

11B - Planning and implementing supplemental after-school programs.

**Budgeted Expenditures in SFY 2021**

\$0

**Budgeted Expenditures in SFY 2022**

\$0

**Budgeted Expenditures in SFY 2023**

\$13

**Budgeted Expenditures in SFY 2024**

\$0

**Total Expenditures**

\$13

**Status**

Task Force Review

**Line Item Comment from KSDE**

Per narrative, "Evidence suggests benefits to offering students the opportunities to engage in summer learning and after school programs that include academic and social-emotional learning activities to minimize learning loss. USD 247 will implement summer learning programs and after school learning programs in our district to address learning loss as a result of the pandemic."

Line Item ID: 247-3-0018



**Allocation Type**

Direct Allocation

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

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

**Account Name**

Supplies -Summer School

**Account Number**

90226

**Function Code**

1000 - Instruction

**Object Code**

610 - General Supplies and Materials

**Allowable Use**

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

**Budgeted Expenditures in SFY 2021**

\$0

**Budgeted Expenditures in SFY 2022**

\$0

**Budgeted Expenditures in SFY 2023**

\$1,817

**Budgeted Expenditures in SFY 2024**

\$1,817

**Total Expenditures**

\$3,634

**Status**

Task Force Review

**Line Item Comment from KSDE**

Per narrative, "Evidence suggests benefits to offering students the opportunities to engage in summer learning and after school programs that include academic and social-emotional learning activities to minimize learning loss. USD 247 will implement summer learning programs and after school learning programs in our district to address learning loss as a result of the pandemic."

Line Item ID: 247-3-0019

**Allocation Type**

Direct Allocation

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

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

**Account Name**

Supplies - ASP

**Account Number**

90230

**Function Code**

1000 - Instruction

**Object Code**

610 - General Supplies and Materials

**Allowable Use**

11B - Planning and implementing supplemental after-school programs.

**Budgeted Expenditures in SFY 2021**

\$0

**Budgeted Expenditures in SFY 2022**

\$0

**Budgeted Expenditures in SFY 2023**

\$1,887

**Budgeted Expenditures in SFY 2024**

\$0

**Total Expenditures**

\$1,887

**Status**

Task Force Review

**Line Item Comment from KSDE**

Per narrative, "Evidence suggests benefits to offering students the opportunities to engage in summer learning and after school programs that include academic and social-emotional learning activities to minimize learning loss. USD 247 will implement summer learning programs and after school learning programs in our district to address learning loss as a result of the pandemic."

Line Item ID: 247-3-0020

<b><u>Allocation Type</u></b>	<b><u>Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure</u></b>	
Direct Allocation	YES - this item is marked for Learning Loss Set Aside Expenditure	
<b><u>Account Name</u></b>	<b><u>Account Number</u></b>	
Academic Support Specialist	90238	
<b><u>Function Code</u></b>	<b><u>Object Code</u></b>	<b><u>Allowable Use</u></b>
1000 - Instruction	121 - Full-Time Non-Certified Salaries	12 - Addressing learning loss among students, including vulnerable populations.
<b>Budgeted Expenditures in SFY 2021</b>	\$0	
<b>Budgeted Expenditures in SFY 2022</b>	\$0	
<b>Budgeted Expenditures in SFY 2023</b>	\$45,000	
<b>Budgeted Expenditures in SFY 2024</b>	\$45,000	
<b>Total Expenditures</b>	\$90,000	<b><u>Status</u></b> Task Force Review
<b>Line Item Comment from KSDE</b> Per narrative, "A key component of MTSS that is currently lacking at our elementary school is a certified teacher to provide individual and small group supplemental and intensive instruction to struggling students during the school day. Our academic specialist will work in conjunction with our classroom teachers to provide this protected time for instructional support. According to research, as the intensity of instruction is needed, group size should decrease and be provided by highly trained and certified teachers. It is important to note that our academic specialist will be a certified teacher and highly qualified to provide the highest level of support."		
Line Item ID: 247-3-0021		

<b><u>Allocation Type</u></b>		<b><u>Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure</u></b>			
Direct Allocation		YES - this item is marked for Learning Loss Set Aside Expenditure			
<b><u>Account Name</u></b>		<b><u>Account Number</u></b>			
Soc Security		90240			
<b><u>Function Code</u></b>		<b><u>Object Code</u></b>		<b><u>Allowable Use</u></b>	
1000 - Instruction		221 - FICA - Employer's Contribution		12 - Addressing learning loss among students, including vulnerable populations.	
<b>Budgeted Expenditures in SFY 2021</b>		\$0			
<b>Budgeted Expenditures in SFY 2022</b>		\$0			
<b>Budgeted Expenditures in SFY 2023</b>		\$3,443			
<b>Budgeted Expenditures in SFY 2024</b>		\$3,443			
<b>Total Expenditures</b>		\$6,886		<b><u>Status</u></b> Task Force Review	
<b>Line Item Comment from KSDE</b>					
Per narrative, "A key component of MTSS that is currently lacking at our elementary school is a certified teacher to provide individual and small group supplemental and intensive instruction to struggling students during the school day. Our academic specialist will work in conjunction with our classroom teachers to provide this protected time for instructional support. According to research, as the intensity of instruction is needed, group size should decrease and be provided by highly trained and certified teachers. It is important to note that our academic specialist will be a certified teacher and highly qualified to provide the highest level of support."					
Line Item ID: 247-3-0022					

<b><u>Allocation Type</u></b>	<b><u>Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure</u></b>	
Direct Allocation	YES - this item is marked for Learning Loss Set Aside Expenditure	
<b><u>Account Name</u></b>	<b><u>Account Number</u></b>	
Unemployment	90242	
<b><u>Function Code</u></b>	<b><u>Object Code</u></b>	<b><u>Allowable Use</u></b>
1000 - Instruction	260 - Unemployment Compensation	12 - Addressing learning loss among students, including vulnerable populations.
<b>Budgeted Expenditures in SFY 2021</b>	\$0	
<b>Budgeted Expenditures in SFY 2022</b>	\$0	
<b>Budgeted Expenditures in SFY 2023</b>	\$45	
<b>Budgeted Expenditures in SFY 2024</b>	\$45	
<b>Total Expenditures</b>	\$90	<b><u>Status</u></b> Task Force Review
<b>Line Item Comment from KSDE</b> Per narrative, "A key component of MTSS that is currently lacking at our elementary school is a certified teacher to provide individual and small group supplemental and intensive instruction to struggling students during the school day. Our academic specialist will work in conjunction with our classroom teachers to provide this protected time for instructional support. According to research, as the intensity of instruction is needed, group size should decrease and be provided by highly trained and certified teachers. It is important to note that our academic specialist will be a certified teacher and highly qualified to provide the highest level of support."		
Line Item ID: 247-3-0023		

**Allocation Type**

Direct Allocation

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

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

**Account Name**

Fringe Benefits

**Account Number**

90241

**Function Code**

1000 - Instruction

**Object Code**

210 - Group Insurance

**Allowable Use**

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

**Budgeted Expenditures in SFY 2021**

\$0

**Budgeted Expenditures in SFY 2022**

\$0

**Budgeted Expenditures in SFY 2023**

\$7,620

**Budgeted Expenditures in SFY 2024**

\$7,620

**Total Expenditures**

\$15,240

**Status**

Task Force Review

**Line Item Comment from KSDE**

Per narrative, "A key component of MTSS that is currently lacking at our elementary school is a certified teacher to provide individual and small group supplemental and intensive instruction to struggling students during the school day. Our academic specialist will work in conjunction with our classroom teachers to provide this protected time for instructional support. According to research, as the intensity of instruction is needed, group size should decrease and be provided by highly trained and certified teachers. It is important to note that our academic specialist will be a certified teacher and highly qualified to provide the highest level of support."

Line Item ID: 247-3-0024

**Allocation Type**

Direct Allocation

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

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

**Account Name**

Classified Premium Pay

**Account Number**

90212

**Function Code**

1000 - Instruction

**Object Code**

121 - Full-Time Non-Certified Salaries

**Allowable Use**

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

**Budgeted Expenditures in SFY 2021**

\$0

**Budgeted Expenditures in SFY 2022**

\$26,000

**Budgeted Expenditures in SFY 2023**

\$0

**Budgeted Expenditures in SFY 2024**

\$0

**Total Expenditures**

\$26,000

**Status**

Task Force Review

**Line Item Comment from KSDE**

Per narrative, "Premium Pay for Certified and Classified Staff - To retain those who are providing extra services and willing to continue working in a pandemic environment."

Line Item ID: 247-3-0025

**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**

Soc Sec - Premium Pay

**Account Number**

90214

**Function Code**

1000 - Instruction

**Object Code**

221 - FICA - Employer's Contribution

**Allowable Use**

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

**Budgeted Expenditures in SFY 2021**

\$0

**Budgeted Expenditures in SFY 2022**

\$1,989

**Budgeted Expenditures in SFY 2023**

\$0

**Budgeted Expenditures in SFY 2024**

\$0

**Total Expenditures**

\$1,989

**Status**

Task Force Review

**Line Item Comment from KSDE**

Per narrative, "Premium Pay for Certified and Classified Staff - To retain those who are providing extra services and willing to continue working in a pandemic environment."

Line Item ID: 247-3-0026

**Allocation Type**

Direct Allocation

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

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

**Account Name**

Unemployment - Premium Pay

**Account Number**

90216

**Function Code**

1000 - Instruction

**Object Code**

260 - Unemployment Compensation

**Allowable Use**

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

**Budgeted Expenditures in SFY 2021**

\$0

**Budgeted Expenditures in SFY 2022**

\$26

**Budgeted Expenditures in SFY 2023**

\$0

**Budgeted Expenditures in SFY 2024**

\$0

**Total Expenditures**

\$26

**Status**

Task Force Review

**Line Item Comment from KSDE**

Per narrative, "Premium Pay for Certified and Classified Staff - To retain those who are providing extra services and willing to continue working in a pandemic environment."

Line Item ID: 247-3-0027

**Allocation Type**

Direct Allocation

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

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

**Account Name**

Instructional Supplies

**Account Number**

90224

**Function Code**

1000 - Instruction

**Object Code**

610 - General Supplies and Materials

**Allowable Use**

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

**Budgeted Expenditures in SFY 2021**

\$0

**Budgeted Expenditures in SFY 2022**

\$0

**Budgeted Expenditures in SFY 2023**

\$14,000

**Budgeted Expenditures in SFY 2024**

\$14,000

**Total Expenditures**

\$28,000

**Status**

Task Force Review

**Line Item Comment from KSDE**

Please describe the program(s) purchased.

Line Item ID: 247-3-0028

**Allocation Type**

Direct Allocation

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

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

**Account Name**

Certified Salaries

**Account Number**

90244

**Function Code**

1000 - Instruction

**Object Code**

111 - Full-Time Certified Salaries

**Allowable Use**

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

**Budgeted Expenditures in SFY 2021**

\$0

**Budgeted Expenditures in SFY 2022**

\$0

**Budgeted Expenditures in SFY 2023**

\$48,600

**Budgeted Expenditures in SFY 2024**

\$48,600

**Total Expenditures**

\$97,200

**Status**

Task Force Review

**Line Item Comment from KSDE**

Per narrative, " Additional certified teacher - These funds will be used to hire an additional certified teacher to increase social distancing and address the learning loss of students as a result of the pandemic. We currently have only one Kindergarten section in a small room in which wall construction cannot be opened up or expanded. We do have another small room that the new teacher would occupy. The addition of this certified teacher will allow for greater social distancing which cannot be accomplished in the existing room. This certified teacher addition will also allow us to create a smaller group of students to better address learning loss from the pandemic."

Line Item ID: 247-3-0029

<b><u>Allocation Type</u></b>	<b><u>Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure</u></b>	
Direct Allocation	NO - this item is not marked for Learning Loss Set Aside Expenditure	
<b><u>Account Name</u></b>	<b><u>Account Number</u></b>	
Soc Security	90246	
<b><u>Function Code</u></b>	<b><u>Object Code</u></b>	<b><u>Allowable Use</u></b>
1000 - Instruction	221 - FICA - Employer's Contribution	12 - Addressing learning loss among students, including vulnerable populations.
<b>Budgeted Expenditures in SFY 2021</b>	\$0	
<b>Budgeted Expenditures in SFY 2022</b>	\$0	
<b>Budgeted Expenditures in SFY 2023</b>	\$3,718	
<b>Budgeted Expenditures in SFY 2024</b>	\$3,718	
<b>Total Expenditures</b>	\$7,436	<b><u>Status</u></b> Task Force Review
<b>Line Item Comment from KSDE</b> Per narrative, " Additional certified teacher - These funds will be used to hire an additional certified teacher to increase social distancing and address the learning loss of students as a result of the pandemic. We currently have only one Kindergarten section in a small room in which wall construction cannot be opened up or expanded. We do have another small room that the new teacher would occupy. The addition of this certified teacher will allow for greater social distancing which cannot be accomplished in the existing room. This certified teacher addition will also allow us to create a smaller group of students to better address learning loss from the pandemic."		
Line Item ID: 247-3-0030		



**Allocation Type**

Direct Allocation

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

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

**Account Name**

Unemployment

**Account Number**

90248

**Function Code**

1000 - Instruction

**Object Code**

260 - Unemployment Compensation

**Allowable Use**

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

**Budgeted Expenditures in SFY 2021**

\$0

**Budgeted Expenditures in SFY 2022**

\$0

**Budgeted Expenditures in SFY 2023**

\$49

**Budgeted Expenditures in SFY 2024**

\$49

**Total Expenditures**

\$98

**Status**

Task Force Review

**Line Item Comment from KSDE**

Per narrative, " Additional certified teacher - These funds will be used to hire an additional certified teacher to increase social distancing and address the learning loss of students as a result of the pandemic. We currently have only one Kindergarten section in a small room in which wall construction cannot be opened up or expanded. We do have another small room that the new teacher would occupy. The addition of this certified teacher will allow for greater social distancing which cannot be accomplished in the existing room. This certified teacher addition will also allow us to create a smaller group of students to better address learning loss from the pandemic."

Line Item ID: 247-3-0031

**Allocation Type**

Direct Allocation

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

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

**Account Name**

Certified Fringe Benefits

**Account Number**

90247

**Function Code**

1000 - Instruction

**Object Code**

210 - Group Insurance

**Allowable Use**

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

**Budgeted Expenditures in SFY 2021**

\$0

**Budgeted Expenditures in SFY 2022**

\$0

**Budgeted Expenditures in SFY 2023**

\$7,620

**Budgeted Expenditures in SFY 2024**

\$7,620

**Total Expenditures**

\$15,240

**Status**

Task Force Review

**Line Item Comment from KSDE**

Per narrative, " Additional certified teacher - These funds will be used to hire an additional certified teacher to increase social distancing and address the learning loss of students as a result of the pandemic. We currently have only one Kindergarten section in a small room in which wall construction cannot be opened up or expanded. We do have another small room that the new teacher would occupy. The addition of this certified teacher will allow for greater social distancing which cannot be accomplished in the existing room. This certified teacher addition will also allow us to create a smaller group of students to better address learning loss from the pandemic."

Line Item ID: 247-3-0032

**Allocation Type**

Direct Allocation

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

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

**Account Name**

Classified Para Salary

**Account Number**

90264

**Function Code**

1000 - Instruction

**Object Code**

121 - Full-Time Non-Certified Salaries

**Allowable Use**

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

**Budgeted Expenditures in SFY 2021**

\$0

**Budgeted Expenditures in SFY 2022**

\$0

**Budgeted Expenditures in SFY 2023**

\$15,456

**Budgeted Expenditures in SFY 2024**

\$15,456

**Total Expenditures**

\$30,912

**Status**

Task Force Review

**Line Item Comment from KSDE**

Per narrative, "Additional paraprofessional - These funds will be used to hire a paraprofessional to work with students one on one and in small groups and to support teachers to address learning loss resulting from the pandemic."

Line Item ID: 247-3-0033

**Allocation Type**

Direct Allocation

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

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

**Account Name**

Classified Social Security

**Account Number**

90266

**Function Code**

1000 - Instruction

**Object Code**

221 - FICA - Employer's Contribution

**Allowable Use**

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

**Budgeted Expenditures in SFY 2021**

\$0

**Budgeted Expenditures in SFY 2022**

\$0

**Budgeted Expenditures in SFY 2023**

\$1,182

**Budgeted Expenditures in SFY 2024**

\$1,182

**Total Expenditures**

\$2,364

**Status**

Task Force Review

**Line Item Comment from KSDE**

Per narrative, "Additional paraprofessional - These funds will be used to hire a paraprofessional to work with students one on one and in small groups and to support teachers to address learning loss resulting from the pandemic."

Line Item ID: 247-3-0034

**Allocation Type**

Direct Allocation

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

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

**Account Name**

Classified Unemployment

**Account Number**

90268

**Function Code**

1000 - Instruction

**Object Code**

260 - Unemployment Compensation

**Allowable Use**

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

**Budgeted Expenditures in SFY 2021**

\$0

**Budgeted Expenditures in SFY 2022**

\$0

**Budgeted Expenditures in SFY 2023**

\$16

**Budgeted Expenditures in SFY 2024**

\$16

**Total Expenditures**

\$32

**Status**

Task Force Review

**Line Item Comment from KSDE**

Per narrative, "Additional paraprofessional - These funds will be used to hire a paraprofessional to work with students one on one and in small groups and to support teachers to address learning loss resulting from the pandemic."

Line Item ID: 247-3-0035

**Allocation Type**

Direct Allocation

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

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

**Account Name**

Classified Fringe Benefits

**Account Number**

90270

**Function Code**

1000 - Instruction

**Object Code**

121 - Full-Time Non-Certified Salaries

**Allowable Use**

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

**Budgeted Expenditures in SFY 2021**

\$0

**Budgeted Expenditures in SFY 2022**

\$0

**Budgeted Expenditures in SFY 2023**

\$7,620

**Budgeted Expenditures in SFY 2024**

\$7,620

**Total Expenditures**

\$15,240

**Status**

Task Force Review

**Line Item Comment from KSDE**

Per narrative, "Additional paraprofessional - These funds will be used to hire a paraprofessional to work with students one on one and in small groups and to support teachers to address learning loss resulting from the pandemic."

Line Item ID: 247-3-0036

**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**

Asst School Nurse

**Account Number**

90250

**Function Code**

2134 - Nursing Services

**Object Code**

121 - Full-Time Non-Certified Salaries

**Allowable Use**

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

**Budgeted Expenditures in SFY 2021**

\$0

**Budgeted Expenditures in SFY 2022**

\$0

**Budgeted Expenditures in SFY 2023**

\$42,125

**Budgeted Expenditures in SFY 2024**

\$0

**Total Expenditures**

\$42,125

**Status**

Task Force Review

**Line Item Comment from KSDE**

Per narrative, "Assistant School Nurse - These funds will be used to add a school nurse to assist with the additional needs created by the pandemic which include contact tracing, reporting and communicating with the health department and KDHE, on-site COVID testing, and meeting the additional health care needs of staff and students."

Line Item ID: 247-3-0037

**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**

Soc Security

**Account Number**

90252

**Function Code**

2134 - Nursing Services

**Object Code**

221 - FICA - Employer's Contribution

**Allowable Use**

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

**Budgeted Expenditures in SFY 2021**

\$0

**Budgeted Expenditures in SFY 2022**

\$0

**Budgeted Expenditures in SFY 2023**

\$3,223

**Budgeted Expenditures in SFY 2024**

\$0

**Total Expenditures**

\$3,223

**Status**

Task Force Review

**Line Item Comment from KSDE**

Per narrative, "Assistant School Nurse - These funds will be used to add a school nurse to assist with the additional needs created by the pandemic which include contact tracing, reporting and communicating with the health department and KDHE, on-site COVID testing, and meeting the additional health care needs of staff and students."

Line Item ID: 247-3-0038

**Allocation Type**

Direct Allocation

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

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

**Account Name**

Unemployment

**Account Number**

90254

**Function Code**

2134 - Nursing 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**

\$42

**Budgeted Expenditures in SFY 2024**

\$0

**Total Expenditures**

\$42

**Status**

Task Force Review

**Line Item Comment from KSDE**

Per narrative, "Assistant School Nurse - These funds will be used to add a school nurse to assist with the additional needs created by the pandemic which include contact tracing, reporting and communicating with the health department and KDHE, on-site COVID testing, and meeting the additional health care needs of staff and students."

Line Item ID: 247-3-0039

**Allocation Type**

Direct Allocation

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

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

**Account Name**

Nurse Fringe Benefit

**Account Number**

90253

**Function Code**

2134 - Nursing 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**

\$7,620

**Budgeted Expenditures in SFY 2024**

\$0

**Total Expenditures**

\$7,620

**Status**

Task Force Review

**Line Item Comment from KSDE**

Per narrative, "Assistant School Nurse - These funds will be used to add a school nurse to assist with the additional needs created by the pandemic which include contact tracing, reporting and communicating with the health department and KDHE, on-site COVID testing, and meeting the additional health care needs of staff and students."

Line Item ID: 247-3-0040

**Allocation Type**

Direct Allocation

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

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

**Account Name**

Classified Salary - Bus Driver

**Account Number**

90256

**Function Code**

2700 - Student Transportation Services

**Object Code**

121 - Full-Time Non-Certified Salaries

**Allowable Use**

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

**Budgeted Expenditures in SFY 2021**

\$0

**Budgeted Expenditures in SFY 2022**

\$20,420

**Budgeted Expenditures in SFY 2023**

\$20,420

**Budgeted Expenditures in SFY 2024**

\$0

**Total Expenditures**

\$40,840

**Status**

Task Force Review

**Line Item Comment from KSDE**

Per narrative, "Additional Bus Driver - Adding an additional bus driver will allow us to reduce the number of students on a bus route thus increasing our ability to socially distance students on the buses."

Line Item ID: 247-3-0041

**Allocation Type**

Direct Allocation

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

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

**Account Name**

Soc Security

**Account Number**

90258

**Function Code**

2700 - Student Transportation Services

**Object Code**

221 - FICA - Employer's Contribution

**Allowable Use**

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

**Budgeted Expenditures in SFY 2021**

\$0

**Budgeted Expenditures in SFY 2022**

\$1,560

**Budgeted Expenditures in SFY 2023**

\$1,560

**Budgeted Expenditures in SFY 2024**

\$0

**Total Expenditures**

\$3,120

**Status**

Task Force Review

**Line Item Comment from KSDE**

Per narrative, "Additional Bus Driver - Adding an additional bus driver will allow us to reduce the number of students on a bus route thus increasing our ability to socially distance students on the buses."

Line Item ID: 247-3-0042

**Allocation Type**

Direct Allocation

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

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

**Account Name**

Unemployment

**Account Number**

90260

**Function Code**

2700 - Student Transportation Services

**Object Code**

260 - Unemployment Compensation

**Allowable Use**

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

**Budgeted Expenditures in SFY 2021**

\$0

**Budgeted Expenditures in SFY 2022**

\$20

**Budgeted Expenditures in SFY 2023**

\$20

**Budgeted Expenditures in SFY 2024**

\$0

**Total Expenditures**

\$40

**Status**

Task Force Review

**Line Item Comment from KSDE**

Per narrative, "Additional Bus Driver - Adding an additional bus driver will allow us to reduce the number of students on a bus route thus increasing our ability to socially distance students on the buses."

Line Item ID: 247-3-0043

<b><u>Allocation Type</u></b>	<b><u>Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure</u></b>	
Direct Allocation	NO - this item is not marked for Learning Loss Set Aside Expenditure	
<b><u>Account Name</u></b>	<b><u>Account Number</u></b>	
Bus Driver Fringe Benefit	90259	
<b><u>Function Code</u></b>	<b><u>Object Code</u></b>	<b><u>Allowable Use</u></b>
2720 - Monitoring Services	213 - Health and Accident Insurance	16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.
<b>Budgeted Expenditures in SFY 2021</b>	\$0	
<b>Budgeted Expenditures in SFY 2022</b>	\$7,620	
<b>Budgeted Expenditures in SFY 2023</b>	\$7,620	
<b>Budgeted Expenditures in SFY 2024</b>	\$0	
<b>Total Expenditures</b>	\$15,240	<b><u>Status</u></b> Task Force Review
<b><u>Line Item Comment from KSDE</u></b> Per narrative, "Additional Bus Driver - Adding an additional bus driver will allow us to reduce the number of students on a bus route thus increasing our ability to socially distance students on the buses."		
Line Item ID: 247-3-0044		



**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**

Cafeteria Building

**Account Number**

90222

**Function Code**4000 - FACILITIES ACQUISITION AND  
CONSTRUCTION SERVICES**Object Code**450 - Construction Services (Outside  
Contractors)**Allowable Use**13 - School facility repairs and  
improvements to enable operation of  
schools to reduce risk of virus  
transmission and exposure to  
environmental health hazards, and to  
support student health needs.**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$282,629**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$282,629**Status**

Task Force Review

**Line Item Comment from KSDE**

In the narrative it states, "USD 247 began the 2020-2021 school year in-person with a limited remote learning option. The district did not miss any school due to COVID but did miss several days due to winter weather conditions. Generally, the district operated normally while implementing several COVID mitigation strategies such as wearing face masks, social distancing, placing students in cohort groups and adjusting student schedules, frequent hand washing and sanitizing, temperature checks, etc. By the end of the school year we were experiencing very little impact from the pandemic. Allowable if CDC guidelines are met. Capital Improvement documentation required.

We began the 2021-2022 school year with many of the same mitigation strategies as we used the previous year. The biggest change was not having a remote learning option available for students. We have been in-person since August 19 and have experienced very few positive COVID cases or related quarantines. We continue to work closely with our local health department and began the year wearing face masks per their recommendation."

Please clarify the necessity of this building as related to Covid-19 learning loss.

Line Item ID: 247-3-0045

<b><u>Allocation Type</u></b>	<b><u>Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure</u></b>	
Direct Allocation	NO - this item is not marked for Learning Loss Set Aside Expenditure	
<b><u>Account Name</u></b>	<b><u>Account Number</u></b>	
Touchless Faucets/Toilets	90220	
<b><u>Function Code</u></b>	<b><u>Object Code</u></b>	<b><u>Allowable Use</u></b>
2600 - Operation and Maintenance of Plant Services (All except Transportation)	730 - 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.
<b>Budgeted Expenditures in SFY 2021</b>	\$0	
<b>Budgeted Expenditures in SFY 2022</b>	\$0	
<b>Budgeted Expenditures in SFY 2023</b>	\$62,633	
<b>Budgeted Expenditures in SFY 2024</b>	\$0	
<b>Total Expenditures</b>	\$62,633	
<b><u>Line Item Comment from KSDE</u></b>	<b><u>Status</u></b>	
Please clarify necessity and relation to Covid-19 learning loss. Allowable if CDC guidelines are met. Capital Improvement documentation required.	Task Force Review	
Line Item ID: 247-3-0046		

**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**

Equipment-HVAC

**Account Number**

90218

**Function Code**

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

**Object Code**

739 - Other Equipment

**Allowable Use**

14 - Inspection, testing, maintenance, repair, replacement and upgrade projects to improve the indoor air quality in school facilities.

**Budgeted Expenditures in SFY 2021**

\$0

**Budgeted Expenditures in SFY 2022**

\$0

**Budgeted Expenditures in SFY 2023**

\$270,645

**Budgeted Expenditures in SFY 2024**

\$0

**Total Expenditures**


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 \$270,645
**Status**

Task Force Review

**Line Item Comment from KSDE**

In the narrative it states, "USD 247 began the 2020-2021 school year in-person with a limited remote learning option. The district did not miss any school due to COVID but did miss several days due to winter weather conditions. Generally, the district operated normally while implementing several COVID mitigation strategies such as wearing face masks, social distancing, placing students in cohort groups and adjusting student schedules, frequent hand washing and sanitizing, temperature checks, etc. By the end of the school year we were experiencing very little impact from the pandemic. Allowable if CDC guidelines are met. Capital Improvement documentation required.

We began the 2021-2022 school year with many of the same mitigation strategies as we used the previous year. The biggest change was not having a remote learning option available for students. We have been in-person since August 19 and have experienced very few positive COVID cases or related quarantines. We continue to work closely with our local health department and began the year wearing face masks per their recommendation."

Please clarify the necessity of a new HVAC system as related to Covid-19 learning loss.

# ESSER III APPLICATION FOR D0248

**Status**

Task Force Review

## KSDE Application Comments

Stakeholder Engagement Feedback

For Civil Rights Organizations - Special Education Cooperatives are not a civil rights organization.

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

## Current Directory Information

<u>District</u>	<u>Address</u>	<u>Mail Address</u>
Girard	415 North Summit, Girard, KS 667431128	415 North Summit, Girard, KS 667431128
<u>Superintendent Name</u>	<u>Superintendent E-mail Address</u>	<u>Superintendent Phone Number</u>
Blaise Bauer	bbauer@girard248.org	(620) 724-4325

## Authorized Representative of the District Information

<u>Name</u>	<u>Position of Title</u>	<u>E-mail Address</u>	<u>Phone Number</u>
Blaise Bauer	Superintendent	bbauer@girard248.org	(620) 724-4325
<u>Other District Representative 1 - Name</u>	<u>Other District Representative 1 - E-mail Address</u>		
Laureen Masters	lmasters@girard248.org		
<u>Other District Representative 2 - Name</u>	<u>Other District Representative 2 - E-mail Address</u>		
Todd Ferguson	tferguson@girard248.org		

## Plan for Safe Return

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

[https://www.girard248.org/vimages/shared/vnews/stories/601c12ada0e72/USD%20248%20Return%20to%20School%20Guide%20\(1\).pdf](https://www.girard248.org/vimages/shared/vnews/stories/601c12ada0e72/USD%20248%20Return%20to%20School%20Guide%20(1).pdf)

## Use of Funds for CDC Guidance

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

Our school district has relied on the Crawford County Health Department as our guidance for making COVID mitigation decisions. Throughout this COVID pandemic, we have not varied from this. If they recommend it, we implement it. We will continue to follow their lead and guidance in the implementation of COVID protocols in our schools. Moving forward as recommended by our health department, we will continue our COVID testing program for staff and students. This will allow us to identify individuals who may be COVID positive and also help us keep students/staff in school who may have otherwise been quarantined. To keep this practice in place, we plan to retain the services of our testing team with assistance of KDHE and ESSER III Funds. In addition, we will keep PPE's (masks, hand sanitizer, food service equipment that will allow for social distancing, shields, etc.) in stock and continue to provide options/products for proper social distancing, especially in the area of food service.

We also plan to continue the employment of a full-time school therapist and an additional school nurse. Both positions were added in 2021-22 as a resource to deal with COVID cases and student social/emotional needs.

Through stakeholder input, we have garnered support for the afore mentioned preventions and strategies. The main theme from our stakeholders is to do whatever is necessary to keep our students in school.

## Stakeholder Engagement

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

### Students

The superintendent of schools met with students of both the middle school and the high school student councils to discuss the proposed ESSER 3 plan, explain (with examples) the allowable uses that ESSER III dollars might be used for, and to receive feedback and input on what they would like to see in the plan. While in this meeting, the students completed an on-line survey to express their thoughts regarding the ESSER III plan. There were also students who participated in the online community survey, which was open to anyone who wanted to respond. When students were asked about their thoughts and ideas that should be included in the plan, the top three allowable uses that they identified were #1-continuing technology upgrades, #2 - facility upgrades that support student health needs and #3 - additional personnel and staff support for academic interventions. The students also expressed their appreciation for the supports that were in place during the past school year (testing program, school nurse, school therapist, etc..)

### Families

The superintendent sent a personal email to every USD 248 parent/guardian explaining the ESSER III plan and how it can impact our school district. In this email, families had an opportunity to complete a survey to express what they perceived as the most important needs in our school district to address the COVID pandemic and its fallout. In addition, every school board meeting since August of 2021 has included a board agenda item that provides ESSER updates and input. Our family/community survey had 305 responses. The breakdown included 212 (69.5%) parent/guardians, 32 (10.5%) students, 86 (28.2%) faculty members, 15 (4.9%) school administrators/board members, 5 (1.6%) individuals identified as Native American, 7 (2.3%) Self/Parent/Guardian for a child with disabilities, 4 (1.3%) Self/Parent/Guardian for a child in foster care, 33 (10.8%) School Community Patrons and 16 (5.2%) School Community Business Owner/Patron. The overall breakdown of our community survey data revealed that the top three desired allowable uses for ESSER III funding requests were #1 (187 responses or 61.3%)-continuing technology upgrades to support learning, #2 (183 responses or 60%) - Facility upgrades that support student health needs, and #3 (177 responses or 58%) - Additional personnel and staff support for academic interventions. The next three levels supported the use of additional personnel (covered in ESSER 2), summer learning programs (addressed in ESSER 1 & 2), and additional behavior support (covered in ESSER 2).

### School and District Administrators including Special Education Administration

Our school district employs five full-time administrators, 1 food service director, 1 maintenance director and 1 transportation director. We also have a shared Special Education Director with the SEK Special Education Cooperative. All parties have been actively involved for the past 7 months in developing the ESSER 3 plan, thus there was the approval/consensus of the plan. Many meetings have taken place to discuss the upcoming needs for our district in regards to addressing all components of the COVID pandemic and its aftermath. In addition, all school administrators and special education administrator's participated in the ESSER III on-line survey.

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

The superintendent met with all staff in the district on three different occasions during scheduled in-service days to discuss the ESSER III plan. All staff included classified and certified. During these meetings, the superintendent explained the ESSER III application process and specifically, the allowable uses that might be considered for ESSER III funding. The building principals met weekly with the superintendent during administration meetings to discuss ESSER needs. They, in turn, have addressed the ESSER III plan in their perspective staff meetings for the past several months. In addition, the school district met directly with the Girard Teachers Association to address funding needs of students, the community and staff. Lastly, all parties in this group were invited to complete the ESSER III funding survey to provide input and prioritize the possible funding request for allowable uses.

## **Tribes**

Our school information system indicates that we have 5 students/staff in the district who identify as Native American. None, to our knowledge, are connected to a tribe. The superintendent personally reached out individually to each of these members through face-to-face contact and through a personal email that detailed the ESSER III application process and the allowable uses that might be considered for funding. All five individuals completed the on-line survey and expressed their perceived needs, educationally and emotionally, for continuing and/or new resources that might be considered with ESSER III funding. The survey information from this group indicated the top three allowable uses to be considered with ESSER III funds were #1 - continuing technology upgrades, #2 - expanded social/emotional/mental health services, and #3 - after school programs to support academics.

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

We worked closely with our local special education cooperative actively to support students with disabilities to ensure our plans meet the needs of all students. The SEK Interlocal collaborates with member districts in providing special education and related services to identified district students. The American Rescue Plan Act of 2021 requires LEAs to engage in meaningful consultation with specific stakeholder groups within the LEA and community. Our local SEK cooperative offered the following input that was considered in our ESSER III application:

Need: In consultation between the district and the SEK Interlocal, both entities recognize needs and priorities of learning loss, and an increase in psychosocial issues, for disabled students directly related to the pandemic and subsequent school closure and disruptions. Specifically:

\*School Closure and Remote Instruction implemented for students created learning loss for some students, especially those who require extra academic assistance, benefit from direct peer modeling, or whose instruction requires differentiation and individualization. Students with health disabilities have been especially impacted.

\*Disruptions in access to peers, structured educational environments, and behavioral supports have increased the intensity and need for social emotional supports for many students including students with disabilities.

Priorities: The district and SEK Interlocal acknowledge that utilizing ESSER III dollars to support the following types of extra supports would benefit not only students with disabilities, but all students:

\*Expanded learning opportunities such as after school programs and summer school programs to provide enriched learning opportunities.

\*Increased professional and staffing increases to expand access and support for individualized learning. This may require increased cost of funding to raise compensation levels in effort to compete with a human resource shortage.

\*Programs and resources to support students and families experiencing social-behavioral issues. This could include school-wide behavioral supports, and increased access to staff trained to address these needs.

\*Activities or implementation of best practices related to health and wellness such as increased nursing staff, health education and exercise programs. Modifications to the school environment and use of advancements to promote air quality and a sanitary environment.

The district also reached out to Lane Williams, the legal director for the Disability Rights Center of Kansas. He provided this input that we took into consideration when developing our plan:

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

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

Our data in our school information system indicates that we do not have any students identified as homeless, migrant or incarcerated. To seek input from parents/guardians for students with disabilities, English learners, in foster care and other underserved students, the superintendent sent a personal email to all the parents/guardians explaining the ESSER III application process and the allowable uses that we may consider to request ESSER III funding. In this email, they were invited to complete an on-line ESSER III survey to provide personal input. We also had personal face-to-face communication with our ESOL parents and students in Foster Care to better explain the ESSER III application. In addition to reaching out to our parents/guardians of students with disabilities, we also requested input from our local special education cooperative for their input on how we can better serve this population moving forward in regards to the COVID pandemic and it's aftermath. Below is a breakdown of our survey information:

Self/Parent/Guardian/Representative for a child with disabilities: The survey information from this group indicated the top three allowable uses to be considered with ESSER III funds were: #1 - additional support for academic intervention, #2 - additional instructional materials and resources, and #3 -continuing technology upgrades.

Self/Parent/Guardian/Representative for a child who is an identified English Language Learner (ESOL): The survey information from this group indicated the top three allowable uses to be considered with ESSER III funds were #1 -additional personnel and staff support for academic intervention, #2 - additional instructional materials and resources, and #3 -facility health upgrades.

Self/Parent/Guardian/Representative for a child in foster care: The survey information from this group indicated the top three allowable uses to be considered with ESSER III funds were #1 -facility health upgrades, #2 - additional instructional materials and resources, and #3 -continuing technology upgrades.

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

The public is welcome to provide patron comments at our Board of Education meetings. Since August of 2021, we had an agenda item for our board meetings that provided ESSER updates/information/comments. In addition, we made a survey link available to our district stakeholders to provide input on what they perceived would be the greatest needs in our school district to address student needs in regards to COVID and its aftermath. The superintendent also reached out to our Chamber of Commerce Director to help solicit input from our business community. An email that detailed the ESSER III application process and the allowable uses that might be considered for ESSER III funding was sent out to all the business members of our local chamber. All members were invited to complete an ESSER III funding survey to provide individual input. The district also reached out to our public for input at PTO, Site Council and Strategic Planning committee meetings.

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

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

During the 2021-22 school year, USD 248 was open and in session for face-to-face instruction. However, we had many disruptions due to COVID. 235 students and 45 staff members were infected with COVID. In addition, we had 447 students and 23 staff members who were in quarantine and not able to be in school at some point during the year. This obviously impacts academic and social/emotional progress. Below is a building-by-building synopsis of impact that we know COVID has inflicted on learning and social/emotional development/progress of our students:

Haderlein Elementary School (PreK-5):

All students PreK-5th grade take the Fast Bridge Assessment (Universal Screener) and the DRA (Developmental Reading Assessment). This data is used to drive our instruction to find out early on where reading gaps are, so we can give diagnostic assessments as needed to drill down to the exact need and make a plan for support. According to the Developmental Reading Assessment, in the Winter of 2021, 74% of students were at or above the benchmark while 26% did not reach the benchmark. Last year at this time (Winter of 2020), 60% of students were at or above the benchmark while 40% did not reach the benchmark. While this is an improvement overall, our building goal is to increase the percentage of students scoring proficient in reading and to solidify foundational skills in the early grades for all students to ensure success in later years.



Looking at Universal Screening data from December of 2020 to December of 2021. Students increased from 60% scoring at the Tier 1 level to 75%. Our goal is to be at 80% by the end of each school year. Our Tier 3 population went from 24% in December of 2020 to 16% in December of 2021. Our goal for students scoring Tier 3 at the end of each year is 5%.

#### Social Emotional Screener

This is our first year offering a social emotional screener to our students. Since we continue to see a great need in this area, we hope this data will be valuable in decision making around the best ways to support our students. All 2nd-5th grade students completed the mySAEBRS screener. This is a self-assessment taken individually.

At the second grade level, 65% showed a low risk with 35% of students showing some risk. Within our 3rd grade, 91% showed a low risk with 9% of students showing some risk. At our 4th grade level, 93% showed a low risk, 5% of students showed some risk, and 2% showed a high risk. Within our 5th grade, 82% showed a low risk, 15% showed some risk, and 3% showed a high risk. This data is based on our 2021 winter benchmark.

Compared to our district level and considering 2nd-12th grade scores, 80% of the student group scored as low risk, 16% scored some risk and 4% showed a high risk.

#### Girard Middle School (6-9):

As we look at academic data for Girard Middle School students, we have seen an increase in the number of students who have been negatively impacted due to a loss of learning time as a result of Covid-19. Girard Middle School uses STAR reading as a measurement for academic progress of students. This nationally normed test is used to identify at risk students and helps us make academic decisions for students.

8th grade students have seen the highest level of negative impact. In the 2019-20 school year 3 students or 6% of the class was below the 10% rank. These students were 6th graders during the "Covid" year, when students lost in person classes during the 4th nine weeks. During the 2020-21 school year 7 students or 12% of the class scored below the 10% rank for the STAR assessment. During the 2021-22 school year the number of students below the 10% rank is 8 students or 14% of the class. As we look at the other end of the spectrum, students who were at above the 40th percentile rank in 2019-20 we had 31 students or 57% of the class. By the 2020-21 school year that number decreased to 28 students or 47% of the class. During the current school year 21-22 the number increased to 29 students above the 40% rank of 52% of the class.

As we look at the 7th graders, they have only used the STAR test for two years but we can see a negative trend with them as well. In the 2020-21 school year 10 students or 14% were below the 10% rank. In the 21-22 school year we have 12 students or 16% below the 10% rank. As you can see we have seen a negative increase in the amount of students below the 10% ranking based on STAR assessments. This is tied directly to the learning loss associated to Covid-19.

#### Girard High School (9-12):

As we look at the impact of the Covid 19 pandemic on educational skills and attainment at Girard High School, we can point to numerous data points that show an almost three-year window of impact that we have not seen previously at GHS.

The first data point we have looked at is the STAR test that measures a student's overall reading level. This test has been for well over 15 years at GHS and we have never seen the lack of increases like we have during the Covid 19 pandemic. Rarely, if ever, have we seen students who were not in the bottom benchmark percentile increase. This percentile mark would be below the 10th percentile as normed nationally. Over the past two years, every grade level at GHS has seen at least a 6% increase in this category. In comparison, over the last fifteen years we have only had one class show this much increase in this category.

The second data point that shows the negative impact of Covid 19 is the district's overall ACT composite. Over the past two years our district composite while still about the state average has dropped. The past two years the composite average has been 20.8 and 19.7, these scores are the lowest the composite scores the GHS has had by almost one point over the past 10 years.

The third data point to show the negative impact of Covid 19 is the measurement of chronic absenteeism, which is defined by the state as if the student misses more than 10% or more days of school. USD 248, while still well above the state average, has shown an increase of over 2% over the past two school years.

Overall, we have not seen a disproportionate impact on our special populations other than our IEP students who have missed school due to COVID infection and/or quarantine. We have noticed an increase in overall school discipline issues that we also believe can be attributed to COVID and the uncertainties/disruptions it places on our students.

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

The Girard USD 248 ESSER III plan strives to provide additional learning opportunities through the use of summer school, summer learning programs, extended school day and credit recovery programs, among others, to address learning loss. The research indicates that students participating in these types of programs can maintain and gain in their learning experiences over the summer months and/or extended day. Besides direct learning and enrichment for students, the research shows that the instructional staff must be actively involved in continuous learning to enhance their teaching. The district will provide this support through multiple avenues. Most importantly, research will define that the single greatest impact of learning for students is the personal relationship that they develop with their instructors. To better develop these relationships, smaller student/teacher ratio's and additional time with the instructor has been pivotal in our planning to address lost instructional time and academic success. All these factors and input from our stakeholders have helped us define how we will use ESSER III Funds to address and implement evidence-based interventions of support. Based on our input from all stakeholders, our goal will be to request approximately 32% of our ESSER III Grant award toward identified evidence-based practice programs/resources. Listed below are some of the evidence-based interventions that we would like to fund with ESSER III dollars:

- \*Implement summer enrichment programs and credit recovery services (district wide) - KSDE approved EBP
- \*Provide re-search based professional learning opportunities for staff (district wide) - Research to support (National Reading Panel. (2000). Teaching children to read: An evidence-based assessment of the scientific research literature on reading and its implications for reading instruction (NIH Publication no. 00-4769). National Institute of Child Health & Development. <https://www1.nichd.nih.gov/publications/pubs/nrp/Documents/report>)
- \*Reduced Class Size (PreK-5) - KSDE approved EBP (Hire additional staff)
- \*Sanford Harmony for Social Emotional Learning (PreK-5) - KSDE approved EBP
- \*Positive Behavior and Intervention Support (PreK-5) - KSDE approved EBP
- \*Growth Mindset (district wide) - KSDE approved EBP
- \*MTSS Behavior (PreK-8)-KSDE approved EBP
- \*Second Step (PreK-6) - KSDE approved EBP
- \*Moby Max (PreK-6) - KSDE approved EBP
- \*Reader's Theatre (PreK-6) - KSDE approved EBP
- \*Math Fluency Practice (PreK-6) - KSDE approved EBP
- \*Guided Reading (PreK-8) - KSDE approved EBP
- \*Explicit and Systematic Instruction (5-8) - KSDE approved EBP
- \*Systematic Instruction in Phonological Awareness and Phonics (PreK-2) - KSDE approved EBP
- \*Second Step Curriculum (5-12)- KSDE approved EBP

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

After addressing learning loss and evidence based practices that will best serve our students due to the COVID pandemic and it's aftermath, the district will request funds that meet the requirement of acceptable uses that are consistent with the section 2001(e)(2) of the ARP Act. In determining what to address with the remaining funds, we will revert back to the highest priorities that were identified in our stakeholder input survey. The overall breakdown of our community survey data revealed that the top three desired allowable uses for ESSER III funding requests were #1 (187 responses or 61.3%)-continuing technology upgrades to support learning, #2 (183 responses or 60%) - facility upgrades that support student health needs, and #3 (177 responses or 58%) - additional personnel and staff support for academic interventions. The next three levels supported the use of additional personnel, summer learning programs, and additional behavior support. These factors were used in determining how we would spend our allotted 1,552,876 million ESSER III dollars. Below is an estimated breakdown of ESSER III expenditure request for 2022-2024:

1. Academic supports to address student learning loss and/or lack of academic progress - \$450,000
2. Purchasing educational technology to address COVID implications/protocols (#1 from stakeholders) - \$252,815
3. Facility replacement projects to improve indoor air quality (#2 from stakeholders) - \$335,061 (HVAC/Windows)
4. Additional personnel and staff support for academic intervention (#3 from stakeholders)- \$220,000 (110 X 2)
5. Retention Pay for district staff - \$100,000 (\$50,000 X 2 years)
6. Social/Emotional supports - \$45,000
7. Environmental Supplies/Safety - \$150,000
8. Total estimated expenditures - \$1,552,876

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

Our ESSER Plan was developed collaboratively with key stakeholders in our community, including KSDE, our local special education cooperative, our education service center, staff, administration, students, and the community. The focus of our planning and the reason for collaborating with such a diverse group was to ensure we were developing plans that not only address the general needs of our community but that we also maintained an important focus on addressing the specific needs of all students and staff populations. These collaborative conversations remain ongoing and will continue to inform our decision-making throughout the pandemic and beyond. Most importantly, we will regularly monitor student behaviors and academic recovery/success using an array of data. If we don't see the desired results, we will make adjustments immediately.

## Allocations

Direct Allocation		True Up Allocation	Total Allocation	20% Minimum	
ESSER III Allocations		\$1,552,876	\$0	ESSER III Allocations	\$310,576
Approved Total	\$0	\$0	\$0	Approved Total	\$0
Amount Left		\$1,552,876	\$0	Amount Still Needed	\$310,576
In Review Total	\$1,059,480	\$0	\$1,059,480	In Review Total	\$424,827
Amount Left		\$493,396	\$0	Amount Still Needed	\$0

## Line Items

ID	Allocation Type	Learning Loss	Function Code	Object Code	Allowable Use	Total Expenditures	Status
248-3-0001	Direct	False	2600	730	14	\$212,117	Task Force Review
248-3-0002	Direct	True	1000	653	12	\$106,500	Task Force Review
248-3-0003	Direct	True	1000	120	12	\$67,192	Task Force Review
248-3-0004	Direct	True	1000	110	11A	\$23,520	Task Force Review
248-3-0005	Direct	True	1000	110	12	\$2,520	Task Force Review
248-3-0006	Direct	False	1000	120	10	\$67,192	Task Force Review
248-3-0007	Direct	True	1000	110	11A	\$6,825	Task Force Review
248-3-0008	Direct	True	1000	653	12	\$3,230	Task Force Review
248-3-0009	Direct	True	1000	110	12	\$3,300	Task Force Review
248-3-0010	Direct	True	1000	610	12	\$12,480	Task Force Review
248-3-0011	Direct	True	1000	610	12	\$1,000	Task Force Review
248-3-0012	Direct	False	1000	610	10	\$17,000	Task Force Review
248-3-0013	Direct	True	2210	320	12	\$28,260	Task Force Review
248-3-0014	Direct	True	1000	110	12	\$50,000	Task Force Review
248-3-0015	Direct	True	1000	110	12	\$120,000	Task Force Review
248-3-0016	Direct	False	2600	730	14	\$122,944	Task Force Review
248-3-0017	Direct	False	2130	110	10	\$40,000	Task Force Review
248-3-0018	Direct	False	1000	120	16	\$74,800	Task Force Review
248-3-0019	Direct	False	1000	110	16	\$88,000	Task Force Review
248-3-0020	Direct	False	1000	122	16	\$12,600	Task Force Review

## Line Item Details

Line Item ID: 248-3-0001
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<b><u>Allocation Type</u></b>	<b><u>Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure</u></b>	
Direct Allocation	NO - this item is not marked for Learning Loss Set Aside Expenditure	
<b><u>Account Name</u></b>	<b><u>Account Number</u></b>	
EQUIPMENT PURCHASES-DISTRICT	93629	
<b><u>Function Code</u></b>	<b><u>Object Code</u></b>	<b><u>Allowable Use</u></b>
2600 - Operation and Maintenance of Plant Services (All except Transportation)	730 - Equipment	14 - Inspection, testing, maintenance, repair, replacement and upgrade projects to improve the indoor air quality in school facilities.
<b>Budgeted Expenditures in SFY 2021</b>	\$0	
<b>Budgeted Expenditures in SFY 2022</b>	\$212,117	
<b>Budgeted Expenditures in SFY 2023</b>	\$0	
<b>Budgeted Expenditures in SFY 2024</b>	\$0	
<b>Total Expenditures</b>	\$212,117	<b><u>Status</u></b> Task Force Review
<b><u>Line Item Comment from KSDE</u></b> Per narrative, "The overall breakdown of our community survey data revealed that the top three desired allowable uses for ESSER III funding requests were... #2 (183 responses or 60%) - facility upgrades that support student health need... Facility replacement projects to improve indoor air quality (#2 from stakeholders) - \$335,061 (HVAC/Windows)." Allowable if CDC guidelines are met. Capital Improvement documentation required.		
Line Item ID: 248-3-0002		

**Allocation Type**

Direct Allocation

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

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

**Account Name**

SOFTWARE-INSTRUCTIONAL-ELEM

**Account Number**

93569

**Function Code**

1000 - Instruction

**Object Code**

653 - Software

**Allowable Use**

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

**Budgeted Expenditures in SFY 2021**

\$0

**Budgeted Expenditures in SFY 2022**

\$0

**Budgeted Expenditures in SFY 2023**

\$53,250

**Budgeted Expenditures in SFY 2024**

\$53,250

**Total Expenditures**

\$106,500

**Status**

Task Force Review

**Line Item Comment from KSDE**

Per narrative:

"Most importantly, research will define that the single greatest impact of learning for students is the personal relationship that they develop with their instructors. To better develop these relationships, smaller student/teacher ratio's and additional time with the instructor has been pivotal in our planning to address lost instructional time and academic success."

"1. Academic supports to address student learning loss and/or lack of academic progress - \$450,000

2. Purchasing educational technology to address COVID implications/protocols (#1 from stakeholders) - \$252,815"

Line Item ID: 248-3-0003

**Allocation Type**

Direct Allocation

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

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

**Account Name**

SALARIES-ELEM PARA

**Account Number**

93528

**Function Code**

1000 - Instruction

**Object Code**

120 - Regular Non-Certified Salaries

**Allowable Use**

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

**Budgeted Expenditures in SFY 2021**

\$0

**Budgeted Expenditures in SFY 2022**

\$0

**Budgeted Expenditures in SFY 2023**

\$33,596

**Budgeted Expenditures in SFY 2024**

\$33,596

**Total Expenditures**

\$67,192

**Status**

Task Force Review

**Line Item Comment from KSDE**

#3 (177 responses or 58%) - additional personnel and staff support for academic interventions.

Line Item ID: 248-3-0004

**Allocation Type**

Direct Allocation

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

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

**Account Name**

SALARIES-ELEM TEACHER

**Account Number**

93524

**Function Code**

1000 - Instruction

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

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

**Budgeted Expenditures in SFY 2021**

\$0

**Budgeted Expenditures in SFY 2022**

\$7,840

**Budgeted Expenditures in SFY 2023**

\$7,840

**Budgeted Expenditures in SFY 2024**

\$7,840

**Total Expenditures**

\$23,520

**Status**

Task Force Review

**Line Item Comment from KSDE**

Per narrative, "The Girard USD 248 ESSER III plan strives to provide additional learning opportunities through the use of summer school, summer learning programs, extended school day and credit recovery programs, among others, to address learning loss."

Line Item ID: 248-3-0005

**Allocation Type**

Direct Allocation

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

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

**Account Name**

SALARIES-MS TEACHER

**Account Number**

93523

**Function Code**

1000 - Instruction

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

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

**Budgeted Expenditures in SFY 2021**

\$0

**Budgeted Expenditures in SFY 2022**

\$840

**Budgeted Expenditures in SFY 2023**

\$840

**Budgeted Expenditures in SFY 2024**

\$840

**Total Expenditures**

\$2,520

**Status**

Task Force Review

**Line Item Comment from KSDE**

Per narrative, "The Girard USD 248 ESSER III plan strives to provide additional learning opportunities through the use of summer school, summer learning programs, extended school day and credit recovery programs, among others, to address learning loss."

Line Item ID: 248-3-0006

**Allocation Type**

Direct Allocation

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

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

**Account Name**

SALARIES-ELEM PARA

**Account Number**

93528

**Function Code**

1000 - Instruction

**Object Code**

120 - Regular Non-Certified Salaries

**Allowable Use**

10 - Providing mental health services and supports.

**Budgeted Expenditures in SFY 2021**

\$0

**Budgeted Expenditures in SFY 2022**

\$0

**Budgeted Expenditures in SFY 2023**

\$33,596

**Budgeted Expenditures in SFY 2024**

\$33,596

**Total Expenditures**

\$67,192

**Status**

Task Force Review

**Line Item Comment from KSDE**

Per narrative: "The focus of our planning and the reason for collaborating with such a diverse group was to ensure we were developing plans that not only address the general needs of our community but that we also maintained an important focus on addressing the specific needs of all students and staff populations. These collaborative conversations remain ongoing and will continue to inform our decision-making throughout the pandemic and beyond."

Please describe stakeholder input. Specifically, are parents aware and in support of an alternate room where students will be out of the general education setting working with para professionals?

Per applicant response: "In our survey that we sent out to all parents/guardians, 50% wanted to see the school district invest some ESSER funds to address additional social emotional/behavior support and interventions (therapist/counselor services, student behavior programs/resources, etc.) In addition, our teaching staff at the elementary school listed this as the number one area to address in the building. We also presented our concerns to the elementary site council regarding increased student anxiety/ behavior that we attribute to the COVID pandemic and its aftermath (quarantine, lost school time, lost social time with peers, uncertainties regarding what school will look like moving forward, etc.). We shared the ideas of having a FOCUS room to help kids refocus so they can get back in the classroom ASAP. Parents appear to support this as an alternative to sending students home for the day if they can not display appropriate behavior to be in school. It is an alternative to keeping kids in school and offering behavior coping skills. The goal is for this to be a very short term placement (hours and not days). This model is used in some neighboring school districts with tremendous success. Our focus addresses the diverse groups within our student population. Collaboration/communication with staff/parents will be on-going as we work to ensure we are meeting the general needs of our community, along with specific needs of all students. These conversations will guide our decision-making throughout this process."

Line Item ID: 248-3-0007



**Allocation Type**

Direct Allocation

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

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

**Account Name**

SALARIES-HS TEACHERS

**Account Number**

93522

**Function Code**

1000 - Instruction

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

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

**Budgeted Expenditures in SFY 2021**

\$0

**Budgeted Expenditures in SFY 2022**

\$2,275

**Budgeted Expenditures in SFY 2023**

\$2,275

**Budgeted Expenditures in SFY 2024**

\$2,275

**Total Expenditures**

\$6,825

**Status**

Task Force Review

**Line Item Comment from KSDE**

Per narrative, "The Girard USD 248 ESSER III plan strives to provide additional learning opportunities through the use of summer school, summer learning programs, extended school day and credit recovery programs, among others, to address learning loss."

Line Item ID: 248-3-0008

**Allocation Type**

Direct Allocation

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

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

**Account Name**

SOFTWARE-INSTRUCTIONAL-ELEM

**Account Number**

93569

**Function Code**

1000 - Instruction

**Object Code**

653 - Software

**Allowable Use**

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

**Budgeted Expenditures in SFY 2021**

\$0

**Budgeted Expenditures in SFY 2022**

\$0

**Budgeted Expenditures in SFY 2023**

\$1,615

**Budgeted Expenditures in SFY 2024**

\$1,615

**Total Expenditures**

\$3,230

**Status**

Task Force Review

**Line Item Comment from KSDE**

Per narrative, "Systematic Instruction in Phonological Awareness and Phonics (PreK-2)"

Line Item ID: 248-3-0009

**Allocation Type**

Direct Allocation

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

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

**Account Name**

SALARIES-ELEM SUB TEACHERS

**Account Number**

93527

**Function Code**

1000 - Instruction

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

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

**Budgeted Expenditures in SFY 2021**

\$0

**Budgeted Expenditures in SFY 2022**

\$0

**Budgeted Expenditures in SFY 2023**

\$3,300

**Budgeted Expenditures in SFY 2024**

\$0

**Total Expenditures**

\$3,300

**Status**

Task Force Review

**Line Item Comment from KSDE**

Per narrative, "Provide re-search based professional learning opportunities for staff (district wide)"

Line Item ID: 248-3-0010

**Allocation Type**

Direct Allocation

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

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

**Account Name**

SUPPLIES-INSTRUCTION-ELEM

**Account Number**

93542

**Function Code**

1000 - Instruction

**Object Code**

610 - General Supplies and Materials

**Allowable Use**

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

**Budgeted Expenditures in SFY 2021**

\$0

**Budgeted Expenditures in SFY 2022**

\$0

**Budgeted Expenditures in SFY 2023**

\$12,480

**Budgeted Expenditures in SFY 2024**

\$0

**Total Expenditures**

\$12,480

**Status**

Task Force Review

**Line Item Comment from KSDE**

Per narrative, "Provide re-search based professional learning opportunities for staff (district wide)"

Line Item ID: 248-3-0011

**Allocation Type**

Direct Allocation

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

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

**Account Name**

SUPPLIES-INSTRUCTION-ELEM

**Account Number**

93542

**Function Code**

1000 - Instruction

**Object Code**

610 - General Supplies and Materials

**Allowable Use**

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

**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, "Provide re-search based professional learning opportunities for staff (district wide)"

Line Item ID: 248-3-0012

**Allocation Type**

Direct Allocation

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

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

**Account Name**

SUPPLIES-INSTRUCTION-ELEM

**Account Number**

93542

**Function Code**

1000 - Instruction

**Object Code**

610 - General Supplies and Materials

**Allowable Use**

10 - Providing mental health services and supports.

**Budgeted Expenditures in SFY 2021**

\$0

**Budgeted Expenditures in SFY 2022**

\$0

**Budgeted Expenditures in SFY 2023**

\$17,000

**Budgeted Expenditures in SFY 2024**

\$0

**Total Expenditures**

\$17,000

**Status**

Task Force Review

**Line Item Comment from KSDE**

Per narrative: "Listed below are some of the evidence-based interventions that we would like to fund with ESSER III dollars:...Second Step Curriculum (5-12)"

Line Item ID: 248-3-0013

**Allocation Type**

Direct Allocation

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

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

**Account Name**

PROFESSIONAL DEVELOPMENT

**Account Number**

93521

**Function Code**

2210 - Improvement of Instruction Services

**Object Code**

320 - Professional-Education Services

**Allowable Use**

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

**Budgeted Expenditures in SFY 2021**

\$0

**Budgeted Expenditures in SFY 2022**

\$9,420

**Budgeted Expenditures in SFY 2023**

\$9,420

**Budgeted Expenditures in SFY 2024**

\$9,420

**Total Expenditures**

\$28,260

**Status**

Task Force Review

**Line Item Comment from KSDE**

Per narrative, "Provide re-search based professional learning opportunities for staff (district wide)"

Line Item ID: 248-3-0014

**Allocation Type**

Direct Allocation

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

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

**Account Name**

SALARIES-ELEM SUB TEACHERS

**Account Number**

93527

**Function Code**

1000 - Instruction

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

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

**Budgeted Expenditures in SFY 2021**

\$0

**Budgeted Expenditures in SFY 2022**

\$0

**Budgeted Expenditures in SFY 2023**

\$25,000

**Budgeted Expenditures in SFY 2024**

\$25,000

**Total Expenditures**

\$50,000

**Status**

Task Force Review

**Line Item Comment from KSDE**

Per narrative:

"Most importantly, research will define that the single greatest impact of learning for students is the personal relationship that they develop with their instructors. To better develop these relationships, smaller student/teacher ratio's and additional time with the instructor has been pivotal in our planning to address lost instructional time and academic success."

"1. Academic supports to address student learning loss and/or lack of academic progress - \$450,000

2. Purchasing educational technology to address COVID implications/protocols (#1 from stakeholders) - \$252,815"

Line Item ID: 248-3-0015

**Allocation Type**

Direct Allocation

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

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

**Account Name**

SALARIES-MS TEACHER

**Account Number**

93523

**Function Code**

1000 - Instruction

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

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

**Budgeted Expenditures in SFY 2021**

\$0

**Budgeted Expenditures in SFY 2022**

\$0

**Budgeted Expenditures in SFY 2023**

\$60,000

**Budgeted Expenditures in SFY 2024**

\$60,000

**Total Expenditures**

\$120,000

**Status**

Task Force Review

**Line Item Comment from KSDE**

Per narrative:

"Most importantly, research will define that the single greatest impact of learning for students is the personal relationship that they develop with their instructors. To better develop these relationships, smaller student/teacher ratio's and additional time with the instructor has been pivotal in our planning to address lost instructional time and academic success."

"1. Academic supports to address student learning loss and/or lack of academic progress - \$450,000

2. Purchasing educational technology to address COVID implications/protocols (#1 from stakeholders) - \$252,815"

Line Item ID: 248-3-0016

**Allocation Type**

Direct Allocation

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

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

**Account Name**

EQUIPMENT PURCHASES-DISTRICT

**Account Number**

93629

**Function Code**

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

**Object Code**

730 - Equipment

**Allowable Use**

14 - Inspection, testing, maintenance, repair, replacement and upgrade projects to improve the indoor air quality in school facilities.

**Budgeted Expenditures in SFY 2021**

\$0

**Budgeted Expenditures in SFY 2022**

\$122,944

**Budgeted Expenditures in SFY 2023**

\$0

**Budgeted Expenditures in SFY 2024**

\$0

**Total Expenditures**

\$122,944

**Status**

Task Force Review

**Line Item Comment from KSDE**

Per narrative: " Facility replacement projects to improve indoor air quality (#2 from stakeholders) " Allowable if CDC guidelines are met. Capital Improvement documentation required.

Line Item ID: 248-3-0017

**Allocation Type**

Direct Allocation

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

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

**Account Name**

SALARIES-MENTAL HEALTH

**Account Number**

93529

**Function Code**

2130 - Health Services

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

10 - Providing mental health services and supports.

**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 Comment from KSDE**

Per narrative: "We also plan to continue the employment of a full-time school therapist and an additional school nurse. Both positions were added in 2021-22 as a resource to deal with COVID cases and student social/emotional needs. Through stakeholder input, we have garnered support for the afore mentioned preventions and strategies. The main theme from our stakeholders is to do whatever is necessary to keep our students in school."

Line Item ID: 248-3-0018

**Allocation Type**

Direct Allocation

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

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

**Account Name**

PREMIUM/RETENTION PAY-NON-CERT

**Account Number**

93532

**Function Code**

1000 - Instruction

**Object Code**

120 - Regular Non-Certified Salaries

**Allowable Use**

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

**Budgeted Expenditures in SFY 2021**

\$0

**Budgeted Expenditures in SFY 2022**

\$0

**Budgeted Expenditures in SFY 2023**

\$37,400

**Budgeted Expenditures in SFY 2024**

\$37,400

**Total Expenditures**

\$74,800

**Status**

Task Force Review

**Line Item Comment from KSDE**

Per narrative: "Retention Pay for district staff - \$100,000 (\$50,000 X 2 years)"

Line Item ID: 248-3-0019

**Allocation Type**

Direct Allocation

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

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

**Account Name**

PREMIUM/RETENTION PAY-CERT

**Account Number**

93531

**Function Code**

1000 - Instruction

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

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

**Budgeted Expenditures in SFY 2021**

\$0

**Budgeted Expenditures in SFY 2022**

\$0

**Budgeted Expenditures in SFY 2023**

\$44,000

**Budgeted Expenditures in SFY 2024**

\$44,000

**Total Expenditures**

\$88,000

**Status**

Task Force Review

**Line Item Comment from KSDE**

Per narrative: "Retention Pay for district staff - \$100,000 (\$50,000 X 2 years)"

Line Item ID: 248-3-0020

**Allocation Type**

Direct Allocation

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

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

**Account Name**

PREM/RET PAY-PART TIME-NON-CER

**Account Number**

93533

**Function Code**

1000 - Instruction

**Object Code**

122 - Part-Time Non-Certified Salaries

**Allowable Use**

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

**Budgeted Expenditures in SFY 2021**

\$0

**Budgeted Expenditures in SFY 2022**

\$0

**Budgeted Expenditures in SFY 2023**

\$6,300

**Budgeted Expenditures in SFY 2024**

\$6,300

**Total Expenditures**

\$12,600

**Status**

Task Force Review

**Line Item Comment from KSDE**

Per narrative: "Retention Pay for district staff - \$100,000 (\$50,000 X 2 years)"





# ESSER III APPLICATION FOR D0253

**Status**

Task Force Review

## KSDE Application Comments

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

## Current Directory Information

<b><u>District</u></b>	<b><u>Address</u></b>	<b><u>Mail Address</u></b>
Emporia	1700 West 7th, Emporia, KS 668012424	P.O. Box 1008, Emporia, KS 668011008
<b><u>Superintendent Name</u></b>	<b><u>Superintendent E-mail Address</u></b>	<b><u>Superintendent Phone Number</u></b>
Allison Anderson-Harder	allison.harder@usd253.net	(620) 341-2200

## Authorized Representative of the District Information

<b><u>Name</u></b>	<b><u>Position of Title</u></b>	<b><u>E-mail Address</u></b>	<b><u>Phone Number</u></b>
Allison Anderson-Harder	Superintendent	allison.harder@usd253.net	(620) 341-2201
<b><u>Other District Representative 1 - Name</u></b>		<b><u>Other District Representative 1 - E-mail Address</u></b>	
Rob Scheib		rob.scheib@usd253.net	
<b><u>Other District Representative 2 - Name</u></b>		<b><u>Other District Representative 2 - E-mail Address</u></b>	
Danielle Rollman		danielle.rollman@usd253.net	

## Plan for Safe Return

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

<http://www.usd253.org/dashboard/>

## Use of Funds for CDC Guidance

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

As with most communities, COVID-19 posed many obstacles to allow us to safely stay in school. USD253 however, has been very diligent in providing prevention and mitigation strategies so we can keep our students and staff safe throughout the pandemic. Many of the things we have put into place have been a result of careful planning and use of previous ESSER funding. Our district was able to utilize ESSER I and ESSER II funds to help implement many prevention and mitigation strategies over the course of the last couple of years. Our reopening plan has been kept up to date, and it details many of our efforts. A link to the plan is included in #4 above.

Previously, funds were spent on items such as: purchase of masks so each of our sites had a supply for those who did not have one to wear; extra pay for staff to provide supervision that allowed our students to stay in small cohort groups; additional time and staffing in our nurses offices to handle ill patients and to aid in contact tracing; staffing at main entrances to buildings for screening each morning; staff to assist with vaccination clinics; additional cleaning supplies; physical barriers for placement between individuals in close proximity to one another; pay for supervision in our elementary classrooms during lunch so large groups of students could stay safe and appropriately socially distance; in addition to other strategies utilized in the individual buildings. Previous dollars also provided some digital platforms our teachers used extensively when we were in remote learning. Staff have also received premium pay as part of their efforts as they worked through the challenges and barriers to educating our students.

At this time, we are planning to use ESSER III funds to provide additional pay for our substitute teachers. Subs have been difficult to come by in a normal year. Since the pandemic began many of the substitute teachers who filled our teacher vacancies have chosen not to return for one reason or another. Without the pool of subs we currently have, we would not be able to staff our classrooms, so we plan to raise the rate for our substitute teachers temporarily in an effort to recruit and retain more.

At this time we do not foresee the need to spend additional funds on other prevention or mitigation strategies. If the need arises, we may need to access some of our remaining funding to assist with these efforts.

## Stakeholder Engagement

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

### Students

Emporia High School administration posed several questions to students to gain some insight into areas they feel would be beneficial to address through ESSER III funds. These questions were related to the culture and quality of education they have received. General feedback from students included:

Ensuring students have adequate time to complete tasks.

Compensating staff for the hard work they are doing. Students recognize staff have gone above and beyond what is expected due to the pandemic.

In spite of the challenges of the pandemic, relationships with teachers are growing and they are stronger than previous years.

Appreciating being in person to learn.

Students were also provided the opportunity to participate in a Stakeholder Survey. A summary of student input:

Students mentioned teachers are creating resources to meet curriculum requirements.

They support providing premium pay for staff to compensate for the added challenges of the pandemic.

Students want to be in school in person. Remote learning was difficult for many.

### Families

In an attempt to seek input from as many stakeholders as possible, the district developed a Stakeholder Survey. All stakeholder groups, including families, were invited to participate in a Stakeholder Survey. The Stakeholder Survey outlined each topic the district is initially considering in response to the current needs as a result of the pandemic.

A description of each topic the district is considering for ESSER III expenditures was included.

Each topic allowed participants to indicate their level of support, ask questions related to the topic, and share any other information they would like us to take into consideration for the topic.

The final section of the survey was open-ended and asked participants to share any other thoughts or ideas they wanted the district to consider as the plan for ESSER III funds are developed.

Families received a link to the survey information and were encouraged to participate in the Live Stream on February 10. Overall families were supportive of most of the proposed items.

**Math and Literacy Resources:** It is very important to our families that teachers have input into identifying the resources. They also shared the importance of ensuring the resource supports all levels of understanding to support students in tier 1, tier 2, tier 3, special education and students of a second language. It is also important to families that resources align to the state standards. Many families emphasized the resources should also be engaging, provide enrichment support, differentiated support, intervention, and apply to real-world situations. Several questions were asked regarding how teachers would be held accountable for using the resources as well as what autonomy they may have. These questions were addressed during the Live Streaming event. The district is outlining clear parameters for utilizing the evidence-based resources as well as the process for identifying supplemental materials if needed. Another important element is for the resource to include textbooks which students and families can access.

**Language Essentials for Teachers of Reading and Spelling (LETRS) Training** for all preschool through elementary staff and any special education staff, reading specialists regardless of level and administrators: There were several questions regarding what LETRS training was, so time was spent during the Live Stream event defining the training. Family feedback toward LETRS training was mostly in the form of questions to clarify how LETRS will be beneficial to teachers and students. They support the use of ESSER III dollars to fund a stipend to compensate teachers for their time and were appreciative of the opportunity to include upper level elementary teachers as well as secondary staff who may be supporting students with reading difficulties.

**After School Program; Extended Learning Option; and/or Summer Programs:** Families expressed support in having after school programs at each site so that transportation would not be an issue. Families were in support of an after school program in which academics were a component. However, they also expressed a desire to maintain a balance between the learning/tutoring components as well as building social and recreational skills. For all three options, families expressed concern related to making sure students had time to be kids without the pressure of academics. Families seemed receptive to summer programs that do not look like a typical summer school experience. They also expressed a desire that the district create a program that does not limit participation.

**Premium Pay for staff and Substitute Stipend:** In regards to premium pay for staff, the majority support the district utilizing ESSER III funds for premium pay as long as all staff are recipients. Families did express some desire that stipends be reserved for highly qualified substitutes but were concerned the stipend would not necessarily bring in the quality of substitutes the district needs. They also expressed a desire that rather than premium pay for staff, we should utilize the funds to retain academic interventionists to provide additional support for students who are not performing at grade level.

**Digital Platforms:** The area that received the least support from families was related to digital platforms. To support remote and hybrid instruction, USD #253 utilized ESSER I and ESSER II funds to purchase district licenses for several digital platforms which included Pear Deck, Raz-Plus, Annotate.net, and Padlet. Due to the limitations on remote access, families had questions regarding whether it was necessary to utilize the funds in this manner. They also expressed a concern with students being on technology platforms throughout the day. Analyzing the use of those tools as well as seeking teacher input was expressed by families as the district considers whether this should be an option or not for ESSER III expenditures.

Other input from families emphasized the importance of including teachers in the planning for ESSER III expenditures. The families also requested the district share the plans for the expenditures as there is uncertainty from their viewpoint in terms of how ESSER I and ESSER II were spent.

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

Our initial plan for use of ESSER III was presented to our PK-5 administrator group on Thursday, February 3, 2022 and secondary administrator group on Thursday, February 10, 2022. The Executive Director of the Flint Hills Special Education Cooperative was in attendance at both of these meetings as well. We detailed what we had spent previous ESSER dollars on, and used this flier to provide information about the things we would include in our initial application for ESSER III - [LINK TO FLIER: https://docs.google.com/document/d/1liCSwyWbseJ9hEdGURm6QQyLrDgwdy8S7fiLxDuz8-Q/edit#Flier](https://docs.google.com/document/d/1liCSwyWbseJ9hEdGURm6QQyLrDgwdy8S7fiLxDuz8-Q/edit#Flier) .

We also outlined parameters of our application, the groups of people we were responsible for meeting with, and we encouraged them to share this information and bring other ideas forward for our next application, if any came about. Principals were accepting of the plan and had no suggestions for additions or changes at this time. We asked them to keep thinking about it, having conversations, and encouraging all of their stakeholders to fill the survey out.

ESSER III information was shared with three Board of Education members at a board agenda review meeting on Friday, February 4, 2022. Members were very supportive of the plan ideas.

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

District administration conducted Listening Tours throughout December and January. The topics of math and reading resources as well as staffing were discussed. These conversations, and the Stakeholder Survey, were used to gather data from school building staff which included classified staff, certified staff, teachers, administrators and union members. District administration meets regularly with teacher union leadership, and the resource adoption process and staffing have been regular topics. The primary respondents to the Stakeholder Survey were district staff.

Math Resources:

Commonalities in responses:

Staff input in the adoption process: There were questions related to how materials would be chosen and what the district parameters would be for using the adopted resources. It is important that teachers be included in the selection of resources.

Based on these questions, the district Teaching and Learning team shared a message to all staff on February 7, 2022, which outlined the curriculum adoption process which is primarily driven by staff input. This process was shared with staff earlier in the year as well.

District expectations: There were many questions regarding what the district expectations would be related to resource implementation. It is vital staff understand why consistency and evidence-based practices are needed in order for the district to best support the needs of students. This feedback will guide future professional development topics. The February Teaching and Learning message also shared how the development of parameters will be created which is also being done with input from staff.

Math skills included in the resource: Staff input included making sure the resource incorporates basic skills as well as application opportunities.

Materials: Staff and parents indicated the materials should include both print and online components so students can refer back to materials when needed. Staff also shared manipulatives and hands-on experiences are important.

Differentiated materials: Staff would like a resource that includes support for students who are struggling as well as materials for enrichment if at all possible. Ideally, the materials would include intervention resources.

Supplemental materials: Rarely does one resource meet the needs of all students or align with all curriculum standards. Staff input indicated clarity would need to be provided regarding the process for supplementing materials when needed. This will become part of the district parameters.

Professional development: Staff overwhelmingly stated that the initial professional development should come from the publishers rather than a teacher-train-teacher model. The school district does plan for the initial training to come from the publisher.

English Language Arts Resources:

When reviewing the English Language Arts input, many of the questions and concerns were the same as the math curriculum. These included input in the adoption process, district expectations, differentiated materials, supplemental materials and professional development.

Other questions and comments:

Components of Literacy Instruction: Staff inquired whether the resource would include phonics, phonemic awareness, fluency, comprehension and vocabulary instruction as well as resources to support writing. The goal of the district would be

to provide staff with a resource that addresses each of these areas.

Assessments: Staff expressed a need for common assessments, both formative and summative assessments. Many are creating their own which has led to inconsistency across the district.

#### LETRS:

The district shared information regarding LETRS training with all elementary teachers (kindergarten through fifth grade) and secondary intensive reading and special education teachers in December. Over 40 staff members which also included instructional coaches and administrators expressed interest and commitment to participating in LETRS training. We will be providing information to preschool staff as well. Staff input through the stakeholder survey related to clarity of expectations for those teachers who participate in the training. Teaching and Learning staff will share again in an upcoming message to staff. Staff also wondered if this would be an ongoing training for staff who are not able to participate right now and for staff new to the district. This is something the district could consider for additional ESSER III funds.

#### After School Program/Extended Learning Opportunities/Summer Program:

Staff and parent input was similar in these areas. Staff expressed support in having after school programs at each site so that transportation would not be an issue. Staff were in support of an after school program in which academics were a component. However, they also expressed a desire to maintain a balance between the learning/tutoring components as well as building social and recreational skills, making sure students had time to be kids without the pressure of academics. Staff seemed receptive to summer programs that do not look like a typical summer school experience, with an interest in creating a program that does not limit participation. Related to the extended learning option, staff did express some concern that students are tired at the end of the day, so while the option is timely for an intervention, it may not be productive for some students. Classified staff mentioned they would like the opportunity to assist when possible if the extra support could be provided by someone other than a certified teacher.

#### Premium Pay:

ESSER I and ESSER II included premium pay for all staff members. The overall majority of input from staff for ESSER III emphasized premium pay would be supported as long as it included classified and certified staff. Some input did indicate the district should connect extra responsibilities to the premium pay rather than providing it to all staff. There does need to be clarity provided in terms of how often premium pay would be provided. This question came up in several responses. Another option that was shared was to use the ESSER III dollars to fund academic interventionists.

#### Substitute Stipend:

While staff overall supports the idea of the substitute stipend due to the difficulty the district has had with finding substitutes for our classrooms, they also shared concerns that there may be other issues to evaluate in order to better support substitutes. Those issues include the increase of inappropriate behaviors of students, lack of clarity in substitute plans, and difficulty substitutes have with the technology. Another theme was to provide the stipend to substitutes who meet certain qualifications. Staff is concerned about the quality of substitutes based on the new guidance for receiving a substitute license, but they do understand the need.

#### Digital Platforms:

Staff expressed clarity on which digital platforms were being considered and the process that would be used for teachers to provide input. During the Live Stream, it was shared that a technology survey would be conducted this spring to gain input from staff. The Teaching and Learning Department would also review usage reports to determine if the usage justified committing ESSER III funds to digital platforms. Staff did indicate support as a way to enhance remote instruction when needed or used. Like parents, staff also expressed maintaining a balance between using technology and not.

The plan was also presented to the District Professional Development Council (PDC) on February 3, 2022. There was some discussion about plan time pay if teachers were involved in extended learning opportunities. No other questions or concerns were presented. The group was supportive of what we had spent previous funds on and with ESSER III proposals.

Other input from teachers focused on financially compensating certified and classified staff

We made many attempts to locate and contact members of this group. District staff called our local Chamber of Commerce for information about individuals or groups we could reach out to. They also contacted Emporia State University to see if they had any tribal connections. The Teaching and Learning Department also reached out to the office of Kansas Native American Affairs to seek out additional input or contact information.

The Stakeholder Survey did have participants indicating they were Native American. The following input was provided by this group:

**Math and Literacy Resources:** The Native American population wanted to be assured that these resources would be available to all grade levels. USD 253 is approaching this task for all levels, preschool through secondary. They felt there has long been a focus on reading but little emphasis on mathematics so are appreciative that the district is now focusing on math as well.

**LETRS Training** for all preschool through elementary staff and any special education staff, reading specialists regardless of level and administrators: Concern was expressed that this initiative is a result of the state dyslexia legislation and felt that LETRS training should have been provided at an earlier time. This group recommended having one or two experts in each building.

**After School Program; Extended Learning Option; and/or Summer Programs:** Input from our Native American representation indicated support for these activities but would like them available to all students, not just those who are struggling. They expressed the importance of ensuring staff has successfully been vetted through a background check.

**Premium Pay for staff and Substitute Stipend:** In regards to premium pay for staff, the focus was on making sure classified staff receive the premium pay. From their perspective, classified staff has been overlooked.

**Digital Platforms:** This received the least amount of support from this group.

Other input from the Native American population who participated in the survey referenced items not related to ESSER III funding.

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

District staff made multiple phone calls between January 26, 2022 and February 1, 2022 to the Disability Rights Center and Kansas Human Rights in an effort to gain input. With those phone calls, either a message was left or district staff received another contact to reach out to where a message had to be left.

We also made many attempts to contact individuals or members from underrepresented groups, including the groups listed in the ESSER III application. District staff obtained the names of members of local groups who assist families in our area, particularly groups who may be underrepresented or underserved. The following is a list of a few individuals and/or groups we reached out to:

Hispanics of Today and Tomorrow (HOTT) - Veronica Sotelo - President  
Food for Students - Heather Wagner  
Healthier Lyon County - Daphne Mertens  
Communities in Schools of Mid-America - Victoria Partridge  
Big Brothers/ Big Sisters - Erica Turner  
Las Casitas Association - Victor Rodriguez  
SOS - Carrie Wedel and Connie Cahoon  
Disability Rights Center of Kansas - Lane Williams - Legal Director  
Disability Rights Center of Kansas  
Kansas Human Rights Commission  
ACLU-Kansas  
Kansas Action for Children  
Other groups: ECKAN, Disabled American Veterans, Kansas Human Rights  
ESSER III Flier

Input from these groups included:

Math and Literacy Resources: The input included a focus on ensuring staff received appropriate training. They were also interested in the level of expectations for teachers. This group wanted to ensure that while basic skills were addressed, real-world application would also be included.

LETRS Training for all preschool through elementary staff and any special education staff, reading specialists regardless of level and administrators: The stakeholders representing the minority group expressed an interest that teachers beyond the preschool through second grade be offered the opportunity since many students are struggling with reading beyond fourth grade. USD 253 would offer the opportunity to all elementary staff regardless of level, as well as secondary staff who provide special education services or intensive reading instruction.

After School Program; Extended Learning Option; and/or Summer Programs: This group appreciated the opportunity to offer additional academic support beyond the school day. Questions related to how the programs would be staffed as well as the structure. Since the survey was provided to gather initial input, the details have not been developed. USD 253 would need to provide information to the community related to these structures if the district decides to use ESSER III funds for these initiatives. This group also indicated there is a need to provide these opportunities for students at all levels, not just students who are struggling academically.

Premium Pay for staff and Substitute Stipend: Similar to all other groups, the focus was making sure classified staff will be considered for the premium pay.

Digital Platforms: The stakeholders representing our minority population referred to reviewing usage data to determine if there is a need to continue with these platforms. They expressed concern with students spending too much time on technology.

Other input from the survey for the group representing the minority population was focused on finding ways to retain staff.

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

On Friday, February 4, 2022, Mr. Jared Giffin Interim Associate Executive Director of Teaching and Learning and District Migrant Director along with Patricia Saenz-Reyes, District Migrant Liaison, met with Alejandro Cabero - Kansas Title I, Part C Program Identification and Recruitment Coordinator for the Eastern Kansas State ID&R Office and Griselda Sterly, Recruiter for the Eastern Kansas State ID&R Office. The primary purpose of the meeting was to discuss identification and recruitment of Migrant families, however we mentioned our ESSER III plan to them and asked if they had heard what other districts might be considering with their plans. They did not have any specific ideas for things we should consider at that time. They asked us to fill out a survey on our Migrant program and are asking the same of other districts. Perhaps there will be some ideas from other districts we can use in future applications. Because of decreasing funds in our allocation, it may be necessary to use ESSER funds to support our Migrant students with summer programming opportunities. We plan to continue to discuss ways we could potentially support our Migrant program in future ESSER III conversations and applications.

ESSER III information was presented on Friday, February 11, 2022 to the USD253 Multi-Disciplinary Team. This group is composed of many community agencies who come together to collaborate about individual case referrals for troubled students in our schools who are experiencing difficulties. Groups represented include private therapists, our community mental health center Crosswinds, the Lyon County Attorney's Office, Lyon County Community Corrections, the Department of Children and Families, Flint Hills Special Education Cooperative, and USD253. This group works with many members of our community, particularly students who may have disabilities affecting their ability to function, who may be in underserved or underrepresented groups, students in foster care, or students who are incarcerated. The flier mentioned above was used to provide information to this group. No specific concerns were raised regarding the ideas we were proposing.

Participants in the stakeholder survey also represented children with disabilities, children in foster care, and children where English is not their native language. Their input included:

**Math and Literacy Resources:** Questions were asked regarding the level of autonomy teachers would have. They were concerned with allowing them the ability to differentiate for students. There was some concern with pushing students too hard to make up for lost time. This group also emphasized the importance of resources aligning to state standards.

**LETRS Training for all preschool through elementary staff and any special education staff, reading specialists regardless of level and administrators:** This stakeholder group also expressed an interest that teachers beyond the preschool through second grade be offered the opportunity since many students are struggling with reading beyond fourth grade. USD 253 would offer the opportunity to all elementary staff regardless of level, as well as secondary staff who provide special education services or intensive reading instruction. They were concerned with asking staff to participate in training outside of their contractual hours.

**After School Program; Extended Learning Option; and/or Summer Programs:** For this stakeholder group, they indicated a need to make sure these opportunities are open to all students. There were also questions regarding who would lead these programs. Those questions were answered during the Live Stream session.

**Premium Pay for staff and Substitute Stipend:** Similar to all other groups, the focus was making sure classified staff will be considered for the premium pay. This group did share support for using ESSER III funding to support retention of staff, if needed, in order to better provide academic intervention support.

**Digital Platforms:** The stakeholders representing this stakeholder group also referred to reviewing usage data to determine if there is a need to continue with these platforms. They feel this decision should be made with the input of teaching staff. They expressed concern with students spending too much time on technology.

Other input from the survey for the group included ensuring teachers have the resources and skills to support students as they work toward closing the learning gap as well as adequate compensation for staff.

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



#### Gathering Input:

District administration developed a survey to be distributed to as many stakeholders as possible. We provided information about the items we were including in our plan. We asked for their input in the form of rating their level of support for each item using a basic scale. We also offered an opportunity for them to provide additional suggestions or to ask questions. The following was the information included in the message that was sent out on 2-2-22 along with a link to the survey.

Thank you for your continued support of our schools! We are excited to share with you an opportunity to provide some input and feedback on how we identify, prioritize, and invest in our school district through the use of ESSER III funding. The purpose of ESSER III funding is to address the impact of the COVID-19 pandemic on students by mitigating the learning losses, supporting social-emotional needs, and ensuring safe in-person learning for students. We will submit an application for our ESSER III funds to the Kansas State Department of Education which includes input and engagement from a variety of stakeholders on how best to prioritize use of these funds. Your input will impact how ESSER III funds are spent across the school district. Please take a few minutes to provide your feedback by completing [LINK TO SURVEY](https://docs.google.com/forms/d/e/1FAIpQLSey7x5IYvBYE-74VT2EgdaeO2A887QQGrcBtsTPNSdQwgM29A/viewform):

<https://docs.google.com/forms/d/e/1FAIpQLSey7x5IYvBYE-74VT2EgdaeO2A887QQGrcBtsTPNSdQwgM29A/viewform>

Please complete by 8:00am, Tuesday, February 8, 2022. Additionally, make plans to join us on Thursday, February 10th at 4:00 PMP for a live-stream Q&A session where we will discuss questions from the survey. Thank you in advance for your input, participation, and engagement in this process.

Listening Tours with district administrators took place from December to January. These Listening Tours were held at each school building site.

Multiple meetings between district administration and stakeholder groups including Emporia State University leadership, Migrant, the community Multidisciplinary team, meetings with Board members and meetings with administration were held to share information and gather input.

Analyzing the Input: 442 people responded to the survey, which was available for completion for one calendar week. The information they provided in both the ratings sections and the final question were then reviewed by our District Support Team. We sorted the data looking for common themes or questions.

Responding to Questions: The common themes and questions from the survey became the basis of a Live Stream presentation on Thursday, February 10, 2022. Not only did we address questions posed on the survey, we allowed for viewers to interact by posing questions through the 'chat' feature. The Live Stream format was used due to the continued high number of positive COVID cases in our community. We did not feel that gathering a large group of people in one space was safe. Included here is a link to the presentation: [LINK TO LIVE STREAM - https://boxcast.tv/channel/emporia-public-schools---qa-session-926493](https://boxcast.tv/channel/emporia-public-schools---qa-session-926493) District administration will also be posting answers to the common themes to our district website.

Additional activities for seeking input: Our local newspaper, The Emporia Gazette, interviewed our Interim Executive Director of Teaching and Learning, Mrs. Judy Stanley on Thursday, February 3, 2022 about the ESSER III proposal. An article was published in the paper for members of our community and the surrounding area to learn more. We appreciate this opportunity to provide transparency into our plan and to solicit input and stakeholders.

Numerous attempts were made to connect with members of all of the specific groups listed. We had great difficulty with being able to make direct contact with some groups, specifically tribes and civil rights organizations. The Director of Special Education was largely involved in the development of the plan and has included the Flint Hills Special Education Leadership Team in discussions. Staff went above and beyond to try to locate members of each group to meet with and invite to our meetings. All of the representative groups were included on the survey. District leadership looked specifically at responses from individuals who may have indicated a connection with these groups.

Based on the feedback gathered, stakeholders' overall support was positive for using ESSER III funds for the majority of the activities the district is considering. The area receiving the least support was digital platforms. It is important to the groups to take teacher use and input into consideration, however, digital platforms are not a priority. The overwhelming majority support using ESSER III funds to support staff needs and provide what is necessary to improve learning loss.

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

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

USD253 students have experienced some learning loss as a result of the COVID-19 pandemic. On the 2021 Kansas Math Assessment, 45% of all students scored in Level 1 compared to 33% on the 2019 Kansas Math Assessment. A student at Level 1 shows a limited ability to understand and use the mathematics, English language arts, or science skills and knowledge needed for college and career readiness. These trends were consistent in all subgroups where Hispanic students in level 1 dropped from 40% to 54%, students in poverty dropped from 40% to 52%, English Language Learners dropped from 55% to 72%, and students with disabilities dropped from 60% to 70% from 2019 to 2021. Another key piece of data that described our learning loss is the number of 9-12 students who feel behind on credits. 192 students did not earn enough credits during the 2020-21 school year to move to the next grade level, of those students 58% were in 9th grade. On the 2021 Kansas English Language Arts assessment, 33% of all students, 40% of Hispanic students, 41% of students in poverty, 60% of English Language Learners, and 63% of students with disabilities scored at Level 1.

Math and reading data from state assessments show an increase of students in the bottom two categories. FastBridge assessments also indicate the overall majority of our students at some risk or high risk. Our students receiving special education services or English as a Second Language services consistently perform lower than our general education population.

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

Math and English Language Arts core and intervention resources: Student data in math and reading indicate a steady decline in performance across all assessments since the pandemic began. Emporia is a diverse community with a large Hispanic and ELL population. We also have a large population of low SES students in our district. Our current resources are not meeting the needs of any of our at-risk populations, nor our all student group, which tells us our core resources and curriculum are not working. The current resources for math no longer align with evidence-based practices and will not meet the needs of students and staff as we work toward learning recovery. The district is reviewing core math resources this year and would like to utilize ESSER III funds to purchase new core math resources to address the learning loss. Our math data shows that this is our greatest area of need.

The English Language Arts curriculum addresses the areas of reading, writing, speaking and listening. Student data in reading indicates a steady decline in performance across all assessments since the pandemic began. The current resources for reading no longer align with evidence-based practices and will not meet the needs of students and staff as we work toward learning recovery. The district is planning to review core ELA resources in the 2022-2023 school year and would like to utilize ESSER III funds to purchase new core reading resources.

Consistent evidence-based resources are critical to student success as they move through our school system and that begins with a solid core curriculum and resources to use at the Tier I level. As we review materials, one of the components our stakeholders have identified as a need is in the area of intervention and remedial resources. As we review math resources these are some key elements we will look for to help meet the needs of our subgroups of students who are most underserved and who are in need of intervention at the Tier 2 and Tier 3 levels.

For both math and reading resources, the district will utilize EdReports (<https://www.edreports.org/>) to identify initial resources for review. All resources must receive the highest rating for each area evaluated in EdReports and for each grade level to ensure only high quality and evidence-based materials are our focus. Particular care will be taken to ensure resources align with the science of reading ([https://journal.imse.com/what-is-the-science-of-reading/#:~:text=The%20Science%20of%20Reading%20is,psychology%2C%20neurology%2C%20and%20more](https://journal.imse.com/what-is-the-science-of-reading/#:~:text=The%20Science%20of%20Reading%20is,psychology%2C%20neurology%2C%20and%20more).)). Academic Interventionists: Declining enrollment over the last few years has led to the district needing to reduce the number of staff at each building. With the large number of students showing learning loss, the district recognizes additional staff is needed to support intensive interventions. Stakeholders shared concern with decreasing the amount of instructional

strategists throughout the district to adjust for the decline in enrollment when there is an increase of need. USD 253 would like to utilize ESSER III funds to place an academic interventionist at each building to assist with the academic learning loss. USD 253 must have an adequate number of staff in order to provide the highest level of multi-tiered systems of support (MTSS) (<https://www.ksdetasn.org/mtss>). ESSER III funds would allow for us to meet this need.

**LETRS Training:** LETRS compliments and supports the implementation of programs aligned with scientifically-based reading research. Modules focus on phonology, phoneme awareness, phonics, the writing system (orthography), vocabulary, fluency, and comprehension. The LETRS process supports the science of reading and aligns with the state dyslexia initiative. LETRS is the professional learning program rooted in the science of reading that empowers teachers. Teachers gain essential skills to master the fundamentals of literacy instruction required to apply and transform student learning.

[https://www.voyagersopris.com/docs/default-source/professional-development/lettrs/lettrs\\_research\\_summary\\_8-31-18.pdf](https://www.voyagersopris.com/docs/default-source/professional-development/lettrs/lettrs_research_summary_8-31-18.pdf)

KSDE has earmarked a portion of state ESSER funds to provide this training free of charge to preschool through second grade general education and special education teachers. USD 253 hopes to supplement those funds with district ESSER funds to train and empower a larger number of teachers to positively impact student learning and address learning loss. This would include any special education teacher at the elementary, middle school, and high school levels, instructional coaches, school psychologists, and administrators. LETRS training requires one-year time commitment from preschool teachers and a two-year-time commitment for elementary through secondary participants. All training will be outside of the staff member's contracted time. USD #253 would use ESSER III funding to pay for registration for staff not covered by the KSDE portion as well as a stipend to staff to compensate them for their time.

**Extended Learning/After School Program/Summer Program:** USD 253 would like to use ESSER III funds to offer three opportunities to students that happen outside of the school day:

**Extended Learning:** Elementary through secondary students who are showing a need would be provided opportunities for tutoring either before or after school. Providing students with extended learning time can provide opportunities for students to receive academic assistance before they fall too far behind. One way to provide extended learning time is through high-quality tutoring outside the school day. This time would also provide high school students the opportunity to participate in credit recovery for classes they may have not passed in a previous trimester.

<http://www.timeandlearning.org/sites/default/files/resources/caseformorelearningtime.pdf>

**After School Program:** After school programs that focus on the improvement of academics, and multicomponent programs, which offer a range of activities, have the largest number of effective options, similar to those in the 21st Century Community Learning Centers program. Emporia Public Schools have experienced learning loss reflected in state and local assessments and is building a relationship with the branded program Boys and Girls Clubs. We would like to offer multicomponent after school services in Emporia under the ESSER III program. Evidence to support quality after school programs can be found here: [https://www.afterschoolalliance.org/AfterschoolSnack/Evidence-of-effectiveness-Afterschool-programs-meeting-ESSA-s\\_03-15-2019.cfm](https://www.afterschoolalliance.org/AfterschoolSnack/Evidence-of-effectiveness-Afterschool-programs-meeting-ESSA-s_03-15-2019.cfm) As a summary of the research, effective afterschool programs include a mix of domains, including mathematics achievement, reading/ELA achievement, science achievement, physical activity/health, and social emotional competencies. Researchers found few instances of statistically significant negative outcomes for students, and found effective programs at all grade levels and program type.

**Summer Program:** USD 253 would like to use ESSER III funds to create summer program opportunities that encourage academic involvement throughout to reduce lost academic learning time. These would not be typical summer school programs but would focus on encouraging reading, application of math, project-based learning, and other opportunities to engage students in learning. Another strategy might be targeting instruction and strategies to the areas of highest need. ESSER III funds could also be used to support our migrant summer program. It is important for students to remain engaged in learning activities throughout the summer break. Summertime can widen the achievement gap between low-income and more-affluent families. Summer programs that are targeted to the needs, intentionally designed, and well attended, typically produce positive outcomes. <https://files.eric.ed.gov/fulltext/EJ1173313.pdf>

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

Premium Pay: The COVID-19 pandemic has caused our teachers and support staff to take on additional responsibilities, endure some unforeseen financial expenses, and experience elevated safety concerns. USD 253 utilized ESSER I and ESSER II funds to provide premium pay to all staff to compensate for the additional burden of responsibilities COVID-19 has placed on staff. Premium pay has been an allowable use of federal funds provided to Emporia Public Schools during the pandemic. Emporia Public Schools would again like to offer our staff premium pay with hopes of reducing the burden caused by the pandemic through ESSER III funds.

Substitute Stipend: During the COVID-19 pandemic, Emporia Public Schools have experienced higher than normal staff absenteeism rates and reduced availability of substitute teachers. These factors have caused our schools to combine classrooms and required current teachers to cover other classes during their plan time. A strategy that is allowable under federal guidelines is incentive compensation. Emporia Public Schools would like to provide our substitute teachers with a stipend in hopes of attracting more substitute teachers to the pool.

Digital Platforms: During the pandemic, the district used ESSER funds to purchase technology platforms to make remote teaching and learning more engaging and effective. These subscriptions expire either later this year or next school year. It may be necessary to renew these district licenses. A survey will be conducted on usage of these programs to determine whether the district will continue to fund them with ESSER dollars.

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

USD 253 will utilize observation data, state assessment data, FastBridge data, and social emotional measures such as SAEBRS and care calls to monitor the implementation of the interventions. USD 253 will ensure equitable access to all academic, social, emotional, and mental health interventions for all students and subgroups by creating explicit parameters for their use. District leadership will maintain regular data discussions with building leadership to monitor progress and areas for growth for all students, with particular focus on subgroups.

## Allocations

Direct Allocation			True Up Allocation	Total Allocation	20% Minimum	
ESSER III Allocations		\$6,197,500	\$0	\$6,197,500	ESSER III Allocations	\$1,239,500
Approved Total	\$0		\$0	\$0	Approved Total	\$0
Amount Left		\$6,197,500	\$0	\$6,197,500	Amount Still Needed	\$1,239,500
In Review Total	\$3,905,190		\$0	\$3,905,190	In Review Total	\$2,647,240
Amount Left		\$2,292,310	\$0	\$2,292,310	Amount Still Needed	\$0

## Line Items

ID	Allocation Type	Learning Loss	Function Code	Object Code	Allowable Use	Total Expenditures	Status
253-3-0001	Direct	False	1000	151	16	\$450,000	Task Force Review
253-3-0003	Direct	False	1000	152	16	\$500,000	Task Force Review
253-3-0004	Direct	False	1000	220	16	\$75,000	Task Force Review
253-3-0005	Direct	True	1000	640	12	\$982,240	Task Force Review
253-3-0006	Direct	False	1000	580	12	\$7,150	Task Force Review
253-3-0007	Direct	False	1000	110	16	\$121,500	Task Force Review
253-3-0008	Direct	False	1000	220	16	\$9,300	Task Force Review
253-3-0009	Direct	True	1000	110	12	\$40,000	Task Force Review
253-3-0010	Direct	True	1000	120	12	\$20,000	Task Force Review
253-3-0011	Direct	True	1000	220	12	\$5,000	Task Force Review
253-3-0013	Direct	True	2100	300	11B	\$500,000	Task Force Review
253-3-0014	Direct	True	2100	600	11B	\$100,000	Task Force Review
253-3-0015	Direct	False	1000	115	16	\$88,500	Task Force Review
253-3-0016	Direct	False	1000	220	16	\$6,500	Task Force Review
253-3-0017	Direct	True	2200	110	16	\$925,000	Task Force Review
253-3-0018	Direct	True	2200	220	16	\$75,000	Task Force Review

## Line Item Details

Line Item ID: 253-3-0001
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**Allocation Type**

Direct Allocation

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

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

**Account Name**

Certified Premium Pay

**Account Number**

075 E 1000 01 0000 000 00 151

**Function Code**

1000 - Instruction

**Object Code**

151 - Additional compensation paid to teachers

**Allowable Use**

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

**Budgeted Expenditures in SFY 2021**

\$0

**Budgeted Expenditures in SFY 2022**

\$0

**Budgeted Expenditures in SFY 2023**

\$225,000

**Budgeted Expenditures in SFY 2024**

\$225,000

**Total Expenditures**

\$450,000

**Status**

Task Force Review

**Line Item Comment from KSDE**

Could you provide the cost per teacher?

Line Item ID: 253-3-0003

**Allocation Type**

Direct Allocation

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

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

**Account Name**

Classified Premium Pay

**Account Number**

075 E 1000 01 0000 000 00 152

**Function Code**

1000 - Instruction

**Object Code**

152 - Additional compensation paid to instructional aides and assistants

**Allowable Use**

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

**Budgeted Expenditures in SFY 2021**

\$0

**Budgeted Expenditures in SFY 2022**

\$0

**Budgeted Expenditures in SFY 2023**

\$250,000

**Budgeted Expenditures in SFY 2024**

\$250,000

**Total Expenditures**

\$500,000

**Status**

Task Force Review

**Line Item Comment from KSDE**

Could you provide the cost per instructional aides/assistants?

Line Item ID: 253-3-0004

**Allocation Type**

Direct Allocation

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

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

**Account Name**

Social Security

**Account Number**

075 E 1000 01 0000 000 00 220

**Function Code**

1000 - Instruction

**Object Code**

220 - Social Security Contributions

**Allowable Use**

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

**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: 253-3-0005

**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**

Math &amp; Literacy Resources

**Account Number**

075 E 1000 00 0000 000 00 640

**Function Code**

1000 - Instruction

**Object Code**

640 - Books and Periodicals

**Allowable Use**

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

**Budgeted Expenditures in SFY 2021**

\$0

**Budgeted Expenditures in SFY 2022**

\$428,096

**Budgeted Expenditures in SFY 2023**

\$554,144

**Budgeted Expenditures in SFY 2024**

\$0

**Total Expenditures**

\$982,240

**Status**

Task Force Review

**Line Item Comment from KSDE**

Could you provide a cost breakdown of the items to determine this amount? ESSER funds may only be used to pay for the leases through 2024. You may pay for the pro-rated portion of the lease through 2024 with ESSER funds.

Line Item ID: 253-3-0006

**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**

LETRS Training

**Account Number**

075 E 1000 00 0000 760 00 580

**Function Code**

1000 - Instruction

**Object Code**

580 - Staff Travel

**Allowable Use**

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

**Budgeted Expenditures in SFY 2021**

\$0

**Budgeted Expenditures in SFY 2022**

\$7,150

**Budgeted Expenditures in SFY 2023**

\$0

**Budgeted Expenditures in SFY 2024**

\$0

**Total Expenditures**

\$7,150

**Status**

Task Force Review

**Line Item Comment from KSDE**

Is the extra funds for this needed since the state expanded capacity? If it is needed please provide a more detailed explanation connecting this to the needs identified with the most impacted populations and COVID?

Line Item ID: 253-3-0007

**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**

LETRS Training Stipends

**Account Number**

075 E 1000 01 0000 760 00 110

**Function Code**

1000 - Instruction

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

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

**Budgeted Expenditures in SFY 2021**

\$0

**Budgeted Expenditures in SFY 2022**

\$121,500

**Budgeted Expenditures in SFY 2023**

\$0

**Budgeted Expenditures in SFY 2024**

\$0

**Total Expenditures**

\$121,500

**Status**

Task Force Review

**Line Item Comment from KSDE**Could you provide an amount per teacher?-resolved  
Allowable but not under 20% set-aside.

Line Item ID: 253-3-0008



**Allocation Type**

Direct Allocation

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

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

**Account Name**

LETRS Social Security

**Account Number**

075 E 1000 01 0000 760 00 220

**Function Code**

1000 - Instruction

**Object Code**

220 - Social Security Contributions

**Allowable Use**

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

**Budgeted Expenditures in SFY 2021**

\$0

**Budgeted Expenditures in SFY 2022**

\$9,300

**Budgeted Expenditures in SFY 2023**

\$0

**Budgeted Expenditures in SFY 2024**

\$0

**Total Expenditures**

\$9,300

**Status**

Task Force Review

**Line Item Comment from KSDE**

Allowable but not under the 20% set aside.

Line Item ID: 253-3-0009

**Allocation Type**

Direct Allocation

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

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

**Account Name**

Extended Learning - Certified

**Account Number**

075 E 1000 01 0000 000 00 110

**Function Code**

1000 - Instruction

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

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

**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

Line Item ID: 253-3-0010

**Allocation Type**

Direct Allocation

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

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

**Account Name**

Extended Learning - Classified

**Account Number**

075 E 1000 01 0000 000 00 120

**Function Code**

1000 - Instruction

**Object Code**

120 - Regular Non-Certified Salaries

**Allowable Use**

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

**Budgeted Expenditures in SFY 2021**

\$0

**Budgeted Expenditures in SFY 2022**

\$0

**Budgeted Expenditures in SFY 2023**

\$20,000

**Budgeted Expenditures in SFY 2024**

\$0

**Total Expenditures**

\$20,000

**Status**

Task Force Review

Line Item ID: 253-3-0011

**Allocation Type**

Direct Allocation

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

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

**Account Name**

Extended Learning SS

**Account Number**

075 E 1000 01 0000 000 00 220

**Function Code**

1000 - Instruction

**Object Code**

220 - Social Security Contributions

**Allowable Use**

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

**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: 253-3-0013

**Allocation Type**

Direct Allocation

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

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

**Account Name**

Rec Xtra

**Account Number**

075 E 2100 00 0000 000 00 300

**Function Code**

2100 - Support Services (Students)

**Object Code**300 - PURCHASED PROFESSIONAL  
AND TECHNICAL SERVICES**Allowable Use**11B - Planning and implementing  
supplemental after-school programs.**Budgeted Expenditures in SFY 2021**

\$0

**Budgeted Expenditures in SFY 2022**

\$250,000

**Budgeted Expenditures in SFY 2023**

\$250,000

**Budgeted Expenditures in SFY 2024**

\$0

**Total Expenditures**

\$500,000

**Status**

Task Force Review

**Line Item Comment from KSDE**

Please provide a link to the evidence that you are basing this on and indicate which tiers of evidence it meets.

Line Item ID: 253-3-0014

**Allocation Type**

Direct Allocation

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

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

**Account Name**

Rec Xtra Supplies

**Account Number**

075 E 2100 00 0000 000 00 600

**Function Code**

2100 - Support Services (Students)

**Object Code**

600 - SUPPLIES AND MATERIALS

**Allowable Use**11B - Planning and implementing  
supplemental after-school programs.**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 Comment from KSDE**

Please provide a link to the evidence that you are basing this on and indicate which tiers of evidence it meets.

Line Item ID: 253-3-0015

**Allocation Type**

Direct Allocation

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

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

**Account Name**

Substitutes

**Account Number**

075 E 1000 01 0000 000 00 115

**Function Code**

1000 - Instruction

**Object Code**115 - Temporary Certified Substitutes'  
Salaries for Certified Staff**Allowable Use**16 - Other activities necessary to  
maintain LEA operations and services  
and employ existing LEA staff.**Budgeted Expenditures in SFY 2021**

\$0

**Budgeted Expenditures in SFY 2022**

\$18,500

**Budgeted Expenditures in SFY 2023**

\$70,000

**Budgeted Expenditures in SFY 2024**

\$0

**Total Expenditures**

\$88,500

**Status**

Task Force Review

Line Item ID: 253-3-0016

**Allocation Type**

Direct Allocation

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

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

**Account Name**

Substitutes Social Security

**Account Number**

075 E 1000 01 0000 000 00 220

**Function Code**

1000 - Instruction

**Object Code**

220 - Social Security Contributions

**Allowable Use**16 - Other activities necessary to  
maintain LEA operations and services  
and employ existing LEA staff.**Budgeted Expenditures in SFY 2021**

\$0

**Budgeted Expenditures in SFY 2022**

\$1,500

**Budgeted Expenditures in SFY 2023**

\$5,000

**Budgeted Expenditures in SFY 2024**

\$0

**Total Expenditures**

\$6,500

**Status**

Task Force Review

Line Item ID: 253-3-0017

**Allocation Type**

Direct Allocation

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

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

**Account Name**

Academic Interventionist

**Account Number**

075 E 2200 01 0045 000 00 110

**Function Code**

2200 - Support Services (Instructional Staff)

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

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

**Budgeted Expenditures in SFY 2021**

\$0

**Budgeted Expenditures in SFY 2022**

\$462,500

**Budgeted Expenditures in SFY 2023**

\$462,500

**Budgeted Expenditures in SFY 2024**

\$0

**Total Expenditures**

\$925,000

**Status**

Task Force Review

Line Item ID: 253-3-0018

**Allocation Type**

Direct Allocation

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

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

**Account Name**

Academic Interventionist SS

**Account Number**

075 E 2200 01 0045 000 00 220

**Function Code**

2200 - Support Services (Instructional Staff)

**Object Code**

220 - Social Security Contributions

**Allowable Use**

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

**Budgeted Expenditures in SFY 2021**

\$0

**Budgeted Expenditures in SFY 2022**

\$37,500

**Budgeted Expenditures in SFY 2023**

\$37,500

**Budgeted Expenditures in SFY 2024**

\$0

**Total Expenditures**

\$75,000

**Status**

Task Force Review

# ESSER III APPLICATION FOR D0348

**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.

## Current Directory Information

<u>District</u>	<u>Address</u>	<u>Mail Address</u>
Baldwin City	715 Chapel Street, Baldwin City, KS 660060067	PO Box 67, Baldwin City, KS 660060067
<u>Superintendent Name</u>	<u>Superintendent E-mail Address</u>	<u>Superintendent Phone Number</u>
Paul Dorathy	pdorathy@usd348.com	(785) 594-2721

## Authorized Representative of the District Information

<u>Name</u>	<u>Position of Title</u>	<u>E-mail Address</u>	<u>Phone Number</u>
Paul Dorathy	Superintendent	pdorathy@usd348.com	(785) 594-2721
<u>Other District Representative 1 - Name</u>	<u>Other District Representative 1 - E-mail Address</u>		
jhare@usd348.com	jhare@usd348.com		
<u>Other District Representative 2 - Name</u>	<u>Other District Representative 2 - E-mail Address</u>		
noehlert@usd348.com	noehlert@usd348.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.usd348.com/wp-content/uploads/2021/09/1-COVID-19-Prevention-Measures-for-the-2021-2022-School-Year-Google-Docs.pdf>

## Use of Funds for CDC Guidance

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

We have hired two additional nurse aides. This provides a nurse's aide in each of our school buildings. Between supporting testing, communicating with parents and staff regarding quarantines, checking symptoms and contact tracing the nurse's aides are critical to keeping our buildings open. In addition, we continue to need a steady supply of masks, gowns and gloves due to mask mandates and keeping symptomatic persons secluded as needed. Of course the federal mask mandate for our busses continues. We continue to sanitize our buildings and vehicles on a regular basis. We continue to need additional supplies of sanitizer sprays and wipes . We also purchase extensive supplies of hand sanitizer.

## Stakeholder Engagement

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

### Students

In developing our ESSER plan, we hosted a focus group with Junior High and High School students to determine their highest levels of need for pandemic-related instruction and support. The following supports received the most interest from our students:

- \*Funding for Health Aides at each building and additional hours to support the District Nurse
- \*Online and In-Person Tutoring
- \*PPE and Sanitation Supplies

## **Families**

Families

We have worked closely with our families in developing our ESSER support plan. During focus group conversations that engaged our parents/families, it was clear that parents are most interested in seeing the following items as part of our ESSER plan:

- \*Student Success Teachers at all schools
- \*An Additional Social Worker
- \*Funding for Health Aides at each building and additional hours to support the District Nurse

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

School District Administration

Our administrative team has met regularly to review the needs of our student and staff populations both at the building and district levels. These meetings have included a review of data from our various special population groups. As a result of these meetings, the following have been determined as most important to address in our district.

- \*High School Credit Recovery
- \*Online and In-Person Tutoring
- \*Student Success Teachers
- \*An Additional Social Worker

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

Teachers, Principals, School Leaders, Other Educators, School Staff, and Their Unions

The development of our ESSER plan has been a collaborative effort of multiple stakeholder groups including: staff, students, parents, administration, and state organizations. Our plans are reflective of those various conversations. Highlights of these collaborative conversations include the inclusion of the following items in our ESSER III plan:

- \*High School Credit Recovery
- \*Online and In-Person Tutoring
- \*Curriculum subscriptions/materials to support gaps in reading/math
- \*Student Success Teachers
- \*An Additional Social Worker
- \*Funding for Health Aides at each building and additional hours to support the District Nurse

## **Tribes**

Students who identified as Native American were included in focus groups to gather their input and get feedback about our plan. In addition, parents and community members of Native American descent were also included in the focus groups. Students were very supportive of continuing the credit recovery program. They were also now working with the on-line tutoring system and explained how it was helping them. Several remarked that they were getting help from the student success teacher.

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

We reached out to the Kansas Action for Children, a civil rights organization, to seek feedback regarding suggestions to best meet the needs of students as it relates to their civil rights. The KAC representative was interested in support related to the physical infrastructure of schools, teacher retention, student nutrition, and technology to support virtual governance. Although some of these needs are being met through other programs, it was determined that the following projects included in our ESSER III application would support their interest:

- \*HVAC/Ionizer
- \*PPE and Sanitation Supplies
- \*Retention Stipend
- \*Teacher stipend for additional duties providing PBL units

## **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 focus group conversations that involve Special Education Teachers, Counselors, and parents who represent English learners, children experiencing homelessness, children in foster care, and other underserved students. Through those conversations, it was clear that the following supports were most needed:

\*Online and In-Person Tutoring

\*Student Success Teachers

\*An Additional Social Worker

\*Funding for Health Aides at each building and additional hours to support the District Nurse

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

As we did with ESSER II the plan for ESSER III was presented publicly at a special school board meeting and was posted publicly in several different places where the public could see the plan. At that meeting and following meetings patrons provided input about what they liked and didn't like about the plan.

District administration and building administration collaborated on identifying specific stakeholders to invite to our stakeholder meetings. Stakeholders were chosen on their representation of the different groups within our district. Each potential stakeholder was emailed individually with an explanation of what ESSER III is, what our process would be and a request for them to help us and All stakeholders were invited to different zoom meetings and were asked to RSVP so we could determine that we were maintaining representation. Those that declined were replaced by inviting another stakeholder that represented the same group. Several options were provided to the stakeholders to attend a zoom meeting in order to make the meetings convenient. Students were chosen by the building administrators and parental permission was obtained so we could meet with them face to face and obtain their input on possible proposals. KSDE provided several options for civil rights organizations that we could contact and ask for input. We met with the Director of the Kansas Action for Children and presented to him through zoom. Each zoom meeting was recorded so we could go back and better recall their ideas, questions and input.

## **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 348 has approximately 1,400 students PreK-12 enrolled in the 4 attendance centers across the district. These students left for Spring Break on March 5, 2020, and did not return to finish the 2019-20 school year in person. While students had educational opportunities through remote learning, this did not meet the needs of all students. The start of the 2020-21 school year was delayed until September 9, 2021, resulting in a further instructional loss. The 2021-22 school year started on time but has had its own challenges with both students and staff being sick and/or out on quarantine contributing to low attendance rates, chronic absenteeism, learning loss, and disengagement. Our Fall academic screening data from FastBridge indicated that 61% of students were on track (at grade level) in Reading; with 26% as some risk and 13% as a high risk. Similarly, in Math our Fall FastBridge screening data revealed 65% of students on track (at grade level), 24% showing some risk, and 11% high risk. Looking at these data closer indicates that our biggest gap in reading is in 1st grade (~93 students), with only 34% of students considered to be on track, and 4th grade (~91 students), with only 44% of students considered to be on track. The standard deviation, indicating how much the ability estimates are spread out for a group of students, ranges from 7.48 in math (indicating that the group is very similar) to 37.93 in reading (indicating that the group is very different in instructional needs). This example from a 5th-grade classroom shares the extreme variability in student needs within a single classroom of approximately 24 students. Examples like this are found throughout the 4 instructional buildings.

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



Over 20% of our ESSER funds will address the academic impact of lost instructional time by utilizing our Student Success Teachers to implement Tiered Systems of Support within each building. In addition, curriculum materials aligned with the Science of Reading practices are being purchased to address learning loss. In-person and online tutoring will be provided to students who may be currently struggling with coursework so that they do not get further behind in their studies. Summer learning will also be addressed through the high school program to support credit recovery opportunities to keep students on track to graduate with their cohort class.

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

Additional ESSER Funds will support the improvement of indoor air quality, implementation of public health protocols required for the operation of school facilities, providing mental health services and supports to students and families, and supporting additional teacher duties and retention of staff.

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

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

Allocations

Direct Allocation		True Up Allocation	Total Allocation	20% Minimum		
ESSER III Allocations		\$985,145	\$0	\$985,145	ESSER III Allocations	\$197,029
Approved Total	\$0	\$0	\$0	Approved Total	\$0	
Amount Left		\$985,145	\$0	\$985,145	Amount Still Needed	\$197,029
In Review Total	\$985,145	\$0	\$985,145	In Review Total	\$629,998	
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
348-3-0001	Direct	False	1000	110	16	\$45,000	Task Force Review
348-3-0002	Direct	True	1000	110	12	\$88,150	Task Force Review
348-3-0003	Direct	True	1000	220	12	\$6,750	Task Force Review
348-3-0004	Direct	True	1000	250	12	\$100	Task Force Review
348-3-0005	Direct	False	1000	120	16	\$4,000	Task Force Review
348-3-0006	Direct	True	1000	110	12	\$436,164	Task Force Review
348-3-0007	Direct	True	1000	220	12	\$33,400	Task Force Review
348-3-0008	Direct	True	1000	250	12	\$436	Task Force Review
348-3-0009	Direct	False	2110	110	10	\$102,084	Task Force Review
348-3-0010	Direct	False	2110	220	10	\$7,818	Task Force Review
348-3-0011	Direct	False	2110	250	10	\$100	Task Force Review
348-3-0012	Direct	False	2130	110	16	\$60,000	Task Force Review
348-3-0013	Direct	False	2130	220	16	\$4,960	Task Force Review
348-3-0014	Direct	False	2130	250	16	\$40	Task Force Review
348-3-0015	Direct	False	2130	600	6	\$9,737	Task Force Review
348-3-0016	Direct	True	1000	300	12	\$50,000	Task Force Review
348-3-0017	Direct	False	4700	700	13	\$105,408	Task Force Review
348-3-0018	Direct	False	2400	120	16	\$4,000	Task Force Review
348-3-0019	Direct	False	2600	120	16	\$4,000	Task Force Review
348-3-0020	Direct	False	3000	120	16	\$4,000	Task Force Review
348-3-0021	Direct	False	2500	120	16	\$4,000	Task Force Review
348-3-0022	Direct	True	1000	110	12	\$14,998	Task Force Review

Line Item Details

Line Item ID: 348-3-0001
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**Allocation Type**

Direct Allocation

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

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

**Account Name**

ESSER Teachers

**Account Number**

91-1000-110-00-00

**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**

\$45,000

**Budgeted Expenditures in SFY 2023**

\$0

**Budgeted Expenditures in SFY 2024**

\$0

**Total Expenditures**

\$45,000

**Status**

Task Force Review

**Line Item Comment from KSDE**

3/1/22: The district submitted the negotiated form. With the same date, the district also provided the following: "For classified employees the board wanted to wait to make the motion when we are ready to pay. The \$400 will be prorated to staff depending on their full or part time status. No Administrator in our district will receive any ESSER funds."

Line Item ID: 348-3-0002

**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 Teachers

**Account Number**

91-1000-110-00-00

**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**

\$88,150

**Budgeted Expenditures in SFY 2023**

\$0

**Budgeted Expenditures in SFY 2024**

\$0

**Total Expenditures**

\$88,150

**Status**

Task Force Review

**Line Item Comment from KSDE**

3/1/22: The district submitted the negotiated form. With the same date, the district also provided the following: "For classified employees the board wanted to wait to make the motion when we are ready to pay. The \$400 will be prorated to staff depending on their full or part time status. No Administrator in our district will receive any ESSER funds."

Line Item ID: 348-3-0003

**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 FICA

**Account Number**

91-1000-220-00-00

**Function Code**

1000 - Instruction

**Object Code**

220 - Social Security Contributions

**Allowable Use**

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

**Budgeted Expenditures in SFY 2021**

\$0

**Budgeted Expenditures in SFY 2022**

\$6,750

**Budgeted Expenditures in SFY 2023**

\$0

**Budgeted Expenditures in SFY 2024**

\$0

**Total Expenditures**

\$6,750

**Status**

Task Force Review

Line Item ID: 348-3-0004

**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 FICA

**Account Number**

91-1000-250-00-00

**Function Code**

1000 - Instruction

**Object Code**

250 - Tuition Reimbursement

**Allowable Use**

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

**Budgeted Expenditures in SFY 2021**

\$0

**Budgeted Expenditures in SFY 2022**

\$100

**Budgeted Expenditures in SFY 2023**

\$0

**Budgeted Expenditures in SFY 2024**

\$0

**Total Expenditures**

\$100

**Status**

Task Force Review

Line Item ID: 348-3-0005

**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 Classified

**Account Number**

91-1000-120-00-00

**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**

\$4,000

**Budgeted Expenditures in SFY 2023**

\$0

**Budgeted Expenditures in SFY 2024**

\$0

**Total Expenditures**

\$4,000

**Status**

Task Force Review

**Line Item Comment from KSDE**

3/1/22: The district submitted the negotiated form. With the same date, the district also provided the following: "For classified employees the board wanted to wait to make the motion when we are ready to pay. The \$400 will be prorated to staff depending on their full or part time status. No Administrator in our district will receive any ESSER funds."

Line Item ID: 348-3-0006

**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 Teachers

**Account Number**

91-1000-110-00-00

**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**

\$218,082

**Budgeted Expenditures in SFY 2024**

\$218,082

**Total Expenditures**

\$436,164

**Status**

Task Force Review

**Line Item Comment from KSDE**

Student Success Teachers at all schools are noted in the Common App narrative

Line Item ID: 348-3-0007

**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 FICA

**Account Number**

91-1000-220-00-00

**Function Code**

1000 - Instruction

**Object Code**

220 - Social Security Contributions

**Allowable Use**

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

**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: 348-3-0008

**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 Unemployment

**Account Number**

91-1000-250-00-00

**Function Code**

1000 - Instruction

**Object Code**

250 - Tuition Reimbursement

**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**

\$218

**Budgeted Expenditures in SFY 2024**

\$218

**Total Expenditures**

\$436

**Status**

Task Force Review

Line Item ID: 348-3-0009

**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 Social Worker

**Account Number**

91-2110-110-00-00

**Function Code**2110 - Attendance and Social Work  
Services**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**

\$51,042

**Budgeted Expenditures in SFY 2024**

\$51,042

**Total Expenditures**

\$102,084

**Status**

Task Force Review

**Line Item Comment from KSDE**

An additional social worker is noted in the Common App narrative

Line Item ID: 348-3-0010

**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 FICA

**Account Number**

91-2110-220-00-00

**Function Code**2110 - Attendance and Social Work  
Services**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**

\$3,909

**Budgeted Expenditures in SFY 2024**

\$3,909

**Total Expenditures**

\$7,818

**Status**

Task Force Review

Line Item ID: 348-3-0011

**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 Unemployment

**Account Number**

91-2110-250-00-00

**Function Code**2110 - Attendance and Social Work  
Services**Object Code**

250 - Tuition Reimbursement

**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**

\$50

**Budgeted Expenditures in SFY 2024**

\$50

**Total Expenditures**

\$100

**Status**

Task Force Review

Line Item ID: 348-3-0012

**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 Health aides

**Account Number**

91-2130-110-00-00

**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**

\$30,000

**Budgeted Expenditures in SFY 2024**

\$30,000

**Total Expenditures**

\$60,000

**Status**

Task Force Review

**Line Item Comment from KSDE**

Reference to this item can be found in the Common App narrative

Line Item ID: 348-3-0013



**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 FICA

**Account Number**

91-2130-220-00-00

**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**

\$2,480

**Budgeted Expenditures in SFY 2024**

\$2,480

**Total Expenditures**

\$4,960

**Status**

Task Force Review

Line Item ID: 348-3-0014

**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 Unemployment

**Account Number**

91-2130-250-00-00

**Function Code**

2130 - Health Services

**Object Code**

250 - Tuition Reimbursement

**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

**Budgeted Expenditures in SFY 2024**

\$20

**Total Expenditures**

\$40

**Status**

Task Force Review

Line Item ID: 348-3-0015

**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 Health Supplies

**Account Number**

91-2130-600-00-00

**Function Code**

2130 - Health Services

**Object Code**

600 - SUPPLIES AND MATERIALS

**Allowable Use**

6 - Training and professional development for LEA staff on sanitation and minimizing the spread of infectious disease.

**Budgeted Expenditures in SFY 2021**

\$0

**Budgeted Expenditures in SFY 2022**

\$0

**Budgeted Expenditures in SFY 2023**

\$7,000

**Budgeted Expenditures in SFY 2024**

\$2,737

**Total Expenditures**

\$9,737

**Status**

Task Force Review

Line Item ID: 348-3-0016

**Allocation Type**

Direct Allocation

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

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

**Account Name**

ESSER Curriculum subscriptions

**Account Number**

91-1000-300-00-00

**Function Code**

1000 - Instruction

**Object Code**

300 - 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**

\$50,000

**Budgeted Expenditures in SFY 2024**

\$0

**Total Expenditures**

\$50,000

**Status**

Task Force Review

**Line Item Comment from KSDE**

Reference to this item can be found in the Common App narrative

Line Item ID: 348-3-0017

**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 Ionizers

**Account Number**

91-4700-700-00-00

**Function Code**

4700 - Building Improvements

**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**

\$105,408

**Budgeted Expenditures in SFY 2023**

\$0

**Budgeted Expenditures in SFY 2024**

\$0

**Total Expenditures**

\$105,408

**Status**

Task Force Review

**Line Item Comment from KSDE**

Addressing indoor air quality is referenced in the Common App narrative. Allowable if CDC guidelines are met.

Line Item ID: 348-3-0018

**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 School Admin

**Account Number**

91-2400-120-00-00

**Function Code**

2400 - Support Services (School Administration)

**Object Code**

120 - Regular Non-Certified Salaries

**Allowable Use**

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

**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 Comment from KSDE**

3/1/22: The district submitted the negotiated form. With the same date, the district also provided the following: "For classified employees the board wanted to wait to make the motion when we are ready to pay. The \$400 will be prorated to staff depending on their full or part time status. No Administrator in our district will receive any ESSER funds."

Line Item ID: 348-3-0019

**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 Maint / Custodians

**Account Number**

91-2600-120-00-00

**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**

\$4,000

**Budgeted Expenditures in SFY 2023**

\$0

**Budgeted Expenditures in SFY 2024**

\$0

**Total Expenditures**

\$4,000

**Status**

Task Force Review

**Line Item Comment from KSDE**

3/1/22: The district submitted the negotiated form. With the same date, the district also provided the following: "For classified employees the board wanted to wait to make the motion when we are ready to pay. The \$400 will be prorated to staff depending on their full or part time status. No Administrator in our district will receive any ESSER funds."

Line Item ID: 348-3-0020

**Allocation Type**

Direct Allocation

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

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

**Account Name**

ESSER Food service

**Account Number**

91-3000-120-00-00

**Function Code**

3000 - OPERATION OF NON-INSTRUCTION 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**

\$4,000

**Budgeted Expenditures in SFY 2023**

\$0

**Budgeted Expenditures in SFY 2024**

\$0

**Total Expenditures**

\$4,000

**Status**

Task Force Review

**Line Item Comment from KSDE**

3/1/22: The district submitted the negotiated form. With the same date, the district also provided the following: "For classified employees the board wanted to wait to make the motion when we are ready to pay. The \$400 will be prorated to staff depending on their full or part time status. No Administrator in our district will receive any ESSER funds."

Line Item ID: 348-3-0021

**Allocation Type**

Direct Allocation

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

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

**Account Name**

ESSER District Admin

**Account Number**

91-2500-120-00-00

**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**

\$4,000

**Budgeted Expenditures in SFY 2023**

\$0

**Budgeted Expenditures in SFY 2024**

\$0

**Total Expenditures**

\$4,000

**Status**

Task Force Review

**Line Item Comment from KSDE**

3/1/22: The district submitted the negotiated form. With the same date, the district also provided the following: "For classified employees the board wanted to wait to make the motion when we are ready to pay. The \$400 will be prorated to staff depending on their full or part time status. No Administrator in our district will receive any ESSER funds."

Line Item ID: 348-3-0022

**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 Summer Teachers

**Account Number**

91-1000-110-00-00

**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**

\$7,499

**Budgeted Expenditures in SFY 2023**

\$7,499

**Budgeted Expenditures in SFY 2024**

\$0

**Total Expenditures**

\$14,998

**Status**

Task Force Review



# ESSER III APPLICATION FOR D0349

Status

Task Force Review

## KSDE Application Comments

## Current Directory Information

<u>District</u>	<u>Address</u>	<u>Mail Address</u>
Stafford	418 E Broadway, Stafford, KS 675780400	P O Box 400, Stafford, KS 675780400
<u>Superintendent Name</u>	<u>Superintendent E-mail Address</u>	<u>Superintendent Phone Number</u>
Traci Becker	tbecker@stafford349.com	(620) 234-5243

## Authorized Representative of the District Information

<u>Name</u>	<u>Position of Title</u>	<u>E-mail Address</u>	<u>Phone Number</u>
Traci Becker	Superintendent	tbecker@stafford349.com	(620) 234-5243
<u>Other District Representative 1 - Name</u>	<u>Other District Representative 1 - E-mail Address</u>		
Jamie Kreutzer	kreutzer@stafford349.com		
<u>Other District Representative 2 - Name</u>	<u>Other District Representative 2 - E-mail Address</u>		

## Plan for Safe Return

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

<https://5il.co/wk1u>

## Use of Funds for CDC Guidance

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

Masks are optional, however, encouraged while indoors and social distancing cannot be maintained. The district highly encourages students and staff who have not been vaccinated, to wear masks. Masks have been required for drivers and passengers, regardless of vaccination status, on district vehicles while transporting students. Masks are required for students and staff who are asymptomatic close contacts and are electing to participate in the daily testing program in order to remain in school. Masks will be made available upon check-in for those who do not have one.

Enhanced cleaning protocols will continue in district facilities and on school buses. High-touch areas will be wiped down periodically throughout the day. Frequent hand washing/sanitizing is important. Sanitization stations are placed throughout the schools. Students will be reminded of the importance of hand washing/sanitizing. Sneezes and coughs should be covered with a tissue or elbow. USD 349 will continue to work with and follow the guidelines and requirements of Stafford County Health Department. Low risk and high-risk contacts will be identified and the appropriate protocols followed for each.

The district is working closely with state and local health officials to provide regular and ongoing testing for COVID-19 of students and staff that may be considered high-risk contacts. A negative result will allow the student/staff member to continue coming to school in many cases.

The district wants to improve ventilation in buildings with strategic HVAC settings which include increased outside airflow. \$380,000 will go towards upgrading the HVAC system with additional and improved IAQ. These units are over 20 years old, and have not had adequate IAQ. These funds will directly go to replacing these units.

With all-day preschool being added in the 2020-2021 school year, we plan to continue with the employment of an additional part-time custodian to keep up with cleaning protocols for the school environment.

## 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

Through Student Council and Advisory groups students were informed of additional funding that was available to the school district. During the week of February 7th – February 11th Students were given the opportunity to complete the following survey after having meaningful conversations with their teachers during advisory time. Additionally, students were provided a survey about continuing the after-school program, and if it is not fully funded what that would mean to them. Based on the results of the student survey, with an overwhelming support to keep the program, the budget will be re-worked to support after-school and summer school, if Stafford does not receive the Century 21 Grant for the next five year.  
[https://docs.google.com/forms/d/e/1FAIpQLSdRRvf\\_06stILINylgtGCN41LJTAWv9Rg3DHIj8JeQES0Jhqw/viewform?usp=sf\\_link](https://docs.google.com/forms/d/e/1FAIpQLSdRRvf_06stILINylgtGCN41LJTAWv9Rg3DHIj8JeQES0Jhqw/viewform?usp=sf_link)

### Families

CTE Pathways Advisory Councils, Site Council and After School Programs Advisory Councils were given the opportunity to hear about the ESSER III funding and the allowable uses. At each of these meetings, the needs were discussed and members were able to give ideas and were told about the upcoming survey that would be sent out. During the week of February 7th – February 11th, families were given the opportunity to complete the following survey.

[https://docs.google.com/forms/d/e/1FAIpQLSdRRvf\\_06stILINylgtGCN41LJTAWv9Rg3DHIj8JeQES0Jhqw/viewform?usp=sf\\_link](https://docs.google.com/forms/d/e/1FAIpQLSdRRvf_06stILINylgtGCN41LJTAWv9Rg3DHIj8JeQES0Jhqw/viewform?usp=sf_link)

Survey results:

33 parents responded

72% responded with addressing learning loss for our students

49.2% would like to see the funds support purchasing and implementing evidence-based activities to meet the comprehensive needs of students

44.6%. Provide additional mental health services and supports



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

In March 2021, when estimate amounts of ESSER III were shared with school districts, the Administrators and Directors held a meeting in April 2021 to review allowable uses and to discuss the needs of the district. Department Heads and principals then went to their staff to gain ideas and to discuss needs. Multiple meetings were held through the summer and fall months with the School District Directors and Administrators to discuss their findings and consensus was reached about ways to utilize the funds before they were presented to the BOE for consideration. Additionally, I personally spoke with the Director, and assistant directors at the Special Education Cooperative to hear their thoughts on where the funds can be used.

[https://docs.google.com/forms/d/e/1FAIpQLSdRRvf\\_06stlILINylgtGCN41LTAWv9Rg3DHIj8JeQES0Jhqw/viewform?usp=sf\\_link](https://docs.google.com/forms/d/e/1FAIpQLSdRRvf_06stlILINylgtGCN41LTAWv9Rg3DHIj8JeQES0Jhqw/viewform?usp=sf_link)

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

In March 2021, when estimate amounts of ESSER III were shared with school districts, the Administrators and Directors held a meeting in April 2021 to review allowable uses and to discuss the needs of the district. Department Heads and principals then went to their staff to gain ideas and to discuss needs. Multiple meetings were held through the summer and fall months with the School District Directors and Administrators to discuss their findings and consensus was reached about ways to utilize the funds before they were presented to the BOE for consideration.

During the week of February 7th, teachers and staff were given the opportunity to complete the following survey. At the staff meeting on February 11th, teachers and staff had the opportunity to provide feedback and ask questions about the intentions of utilizing funds.

At the opening in-service, with staff present, the allocation of ESSER III funds were shared with teachers and staff. Input was offered throughout the year. HVAC and IAQ was expressed as a high priority. During the Professional Development time scheduled on an early release day, updates were given on progress of completing the ESSER III application, teachers were reminded to complete the survey.

[https://docs.google.com/forms/d/e/1FAIpQLSdRRvf\\_06stlILINylgtGCN41LTAWv9Rg3DHIj8JeQES0Jhqw/viewform?usp=sf\\_link](https://docs.google.com/forms/d/e/1FAIpQLSdRRvf_06stlILINylgtGCN41LTAWv9Rg3DHIj8JeQES0Jhqw/viewform?usp=sf_link)

Officers of the Stafford Community Teachers' Association was also present to discuss the needs of the district, the allowable uses of the ESSER III funds and involved with the BOE members when results of the surveys were shared. A separate meeting was held with the Title teacher as we looked at how to utilize the funds for learning loss. She was instrumental in sharing data and needs with the board on how the funds could be support additional services and resources for learning loss.

## **Tribes**

While our student information system did not indicate we had any tribal students in our district, we reached out to the following tribes in our state with a survey to seek feedback regarding suggestions to best meet the needs of Native American students:

o Dr. Sarah Deer. Deer (Muscogee 'Creek' Nation of Oklahoma) is a University Distinguished Professor at the University of Kansas and serves as Chief Justice of the Court of Appeals of the Prairie Island Indian Community. sarah.deer@ku.edu

o Alex Red Corn (Osage) Assistant Professor of Educational Leadership, Coordinator for Indigenous Partnerships, Co-Chair of the K-State Indigenous Faculty and Staff Alliance (IFSA) aredcorn@ksu.edu

o Kelly Walker, LMSW, is an enrolled member of the MHA Nation of North Dakota and is Arikara, Hidatsa, and Comanche. She is the Lawrence Public Schools Native American Student Services (NASS) Coordinator, krwalker@usd497.org

o Max Bear, (Cheyenne & Arapaho Tribes) mbear@c-a-tribes.org

Below is the email sent to each individual listed above:

As you may already know, to specifically address needs due to the COVID-19 Pandemic, school districts across the country have been allocated Federal ESSER ("Elementary and Secondary School Emergency Relief") funds. The district's priority is to support student and staff health needs. To do this, plans are in place to use a portion of these funds to address and upgrade all HVAC units with the addition of Indoor Air Quality (IAQ) capabilities to reduce the risk of virus transmission.

With the remaining allocation, USD 349 BOE members and administrators are truly interested in hearing from you on where these funds could be utilized. Below is the list of acceptable use of the funds. We would love to hear your thoughts on what should be a priority and if you have additional ideas to help us to best meet our students' needs:

- Career and Tech Education
- Develop and implement strategies and procedures to improve preparedness and response efforts
- Provide additional training on sanitation
- Purchase more cleaning/sanitation supplies
- Provide additional mental health services and supports
- Extended summer school
- Address learning-loss for all students
- Implement evidence-based activities to meet the comprehensive needs of students
- In the event of long-term school closure: purchase additional technology; provide information, assistance and training to parents; track student attendance and improve student engagement
- Other options you feel are important

Although there was no response from these individuals before submitting the application, we have still implemented the following supports which we believe will benefit any Native American students who is enrolled at Stafford Schools: Summer School, Tutoring, Reading/Math Curriculums, Elementary and Secondary Teacher Aides for additional support

Should we receive a response from these representatives, we will use their responses to consider future adjustments to our plan.

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

A survey was sent to:

info@aclukansas.org American Civil Liberties Union of Kansas.

Kansas Action for Children (sent link via their website contact page: <https://kac.org/contact>)

Kansas National Association for Advancement of Colored People (sent via their website contact page <https://kansasnaacp.org/contact>).

Here is the link to the survey that was sent:

[https://docs.google.com/forms/d/e/1FAIpQLSdRRvf\\_06stILINylgtGCN41LJTAWv9Rg3DHlj8JeQES0Jhqw/viewform?usp=sf\\_link](https://docs.google.com/forms/d/e/1FAIpQLSdRRvf_06stILINylgtGCN41LJTAWv9Rg3DHlj8JeQES0Jhqw/viewform?usp=sf_link)

Although there was no response from these individuals before submitting the application, we have still implemented the following supports which we believe will benefit any Native American students who is enrolled at Stafford Schools: Summer School, Tutoring, Reading/Math Curriculum, Elementary and Secondary Teacher Aides for additional support

Should we receive a response from these representatives, we will use their responses to consider future adjustments to our plan.

### **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**

At Stafford Schools, a survey was sent to current staff who serve the ESOL population, to their parents (translated to Spanish) and to the students. The Homeless Liaison participated in the survey shared with the staff. Our student information system does not indicate migratory or incarcerated or underserved students. Additionally, parents of students who are disabled were able to participate in the survey to share their input on needs.

Here is the link to the survey that was sent:

[https://docs.google.com/forms/d/e/1FAIpQLSdRRvf\\_06stILINylgtGCN41LJTAWv9Rg3DHlj8JeQES0Jhqw/viewform?usp=sf\\_link](https://docs.google.com/forms/d/e/1FAIpQLSdRRvf_06stILINylgtGCN41LJTAWv9Rg3DHlj8JeQES0Jhqw/viewform?usp=sf_link)

Stafford also works directly with The Center for Counseling and Consultation located at 5815 E. Broadway in Great Bend. Their itinerants were aware and given opportunity to complete the survey. Although Stafford has been awarded the Mental Health Grant, it does not cover the full uses and the district pays for the needs. In conversations with one of the therapists, additional funds could be used to address the mental health of our students such as additional counseling, resources to address students who are in need of more intense services. The Center is leading and Stafford's students are supporting #ZeroReasonsWhy campaign (suicide awareness). Additional funds could help with this campaign.

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

The following survey is still live on Facebook and on our webpage. Members of the Advisory Councils for CTE, for the After-School Program, Site Councils were given the opportunity to respond as well. All Responses are still being accepted. This will help to navigate any changes in the plan.

[https://docs.google.com/forms/d/e/1FAIpQLSdRRvf\\_06stILINylgtGCN41LJTAWv9Rg3DHlj8JeQES0Jhqw/viewform?usp=sf\\_link](https://docs.google.com/forms/d/e/1FAIpQLSdRRvf_06stILINylgtGCN41LJTAWv9Rg3DHlj8JeQES0Jhqw/viewform?usp=sf_link)

Results: 35% of the individuals who completed the survey, identified themselves as being a member of the community. A strong response to the survey indicates agreement on improvement to the HVAC with IAQ. Second choice, 73% indicated addressing learning loss was important.

BOE Meeting Agendas were made public throughout the year and the topic of utilizing ESSER III funds were included on the agenda. The public was invited to attend.

## 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 implications of social-emotional issues arising due to COVID -19 stress is still being felt, with the uncertainty of having students' and families lives disrupted from not being able to attend school. Last school year, students were in and out of quarantines based on close-contact, and not directly due to testing positive for COVID. Our students have dealt with uncertainty, loss, and almost daily fluctuations in routines. These changes have been particularly difficult for students who could not be in person at school. There were a few that had the option of attending virtually, if internet and band-width were effective, but that was difficult while both parents worked. There were also students who did not have the option due to not having the resources to do so. Packets may have been sent home, however, teachers had to spend extra time helping those student "catch up!" The result is we have had a 5% increase in poor attendance due to school causing anxiety. Extra Mental Health support has been needed to address this.

Virtual assignments were difficult for our at-risk and special education populations who struggle with staying on task in a normal school environment. Without the assistance of a caring staff member, during remote learning, these students failed classes and had to be given the opportunity later for credit-recovery. Our plan to mitigate this learning loss includes hiring two additional paraprofessionals, one will be highly-trained and support Title services and MTSS. The other will be an instructional aide supporting the students in the classroom. Additionally, we have hired a very well qualified full-time substitute for the district that when coverage for a classroom is not needed, this adult will continue supporting students with extra help in select classrooms.

Grades 9-11: In the fall of 2019 Assessments scored showed 22% were reading below grade level. In the fall of 2020, however, that increased to 35% reading below grade level.

Grades 6-8: Fall of 2019 20% Assessments scores in reading show 20% were reading below grade level and 20% scored below grade level in math. In the fall of 2020, that increased to 23% reading below grade level and 37.5% performed below grade level in math. In the Fall of 2019, K-5th grade, 54% were reading below grade level and 51% performing below grade level in math.

K- 8 Reading: overall 62% below grade level in the Fall of 2020, dropping to 44% in the spring of 2021. K- 8 Math: 71% were performing below grade level to only 31% in the Spring of 2021, these increases to moving students are due to supports being implemented through funding of ESSER II. We used ESSER II funds to extend the assessments for AimsWeb, SRSS and IXL. ESSER III funds will continue supporting these licenses. We are seeing our Winter Scores improving and are excited to see the improvements this spring.

More attention is given to the Headrush platform for high school students to continue with their credits if schools cannot be in session. Additionally, Stafford listened to the needs of the community to provide all day Preschool for 3 and 4 year olds. This required additional custodial help, which ESSER II and III funds will help fund.

**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 plan to mitigate this learning loss includes hiring a Title 1 Instructional Aide, a teacher's aide, increase to the AimsWeb assessments licenses, increase IXL licenses, purchase of social emotional curriculum (ReCo), using district funds to purchase new math curriculum but to use ESSER funds for increasing tier support with additional trained staff members to provide one-on-one support as needed. Edgenuity and Edmentum will also be purchases to support Credit Recovery, ACT Prep, and offer courses that are needed for students to graduate.

If Stafford Schools does not receive the Century 21 grant, our plan is to revise the proposal to support and pay teacher to do tutoring after school, and have additional summer school enrichment activities.

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

Stafford Schools will utilizing the funds to replace outdated and unsafe HVAC units with effective IAQ added to these units. This decision was based through the result of having meetings with multiple stakeholder groups, an energy audit conducted in the fall, and BOE strategic planning.

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

Our plan to mitigate this learning loss includes hiring a Title 1 Instructional Aide, a teacher's aide, increase to the AimsWeb assessments licensure, increase IXL licensure, purchase of social emotional curriculum (ReCo), using district funds to purchase new math curriculum but to use ESSER funds for increasing tier support with additional trained staff members to provide one-on-one support as needed.

We have a "Student of Concern Team" at the Elementary and "Student Improvement Team" at the Middle/High School, that meets bi-monthly to review academic and behavior data to ensure that no student that needs services are left without them. Key personnel meet weekly to monitor students progress. We review grades, attendance, AimsWeb reading and math scores, IXL scores DIBELS, state assessments, and formative data to respond to each student's individual needs. We provide time for parents, teachers and students to meet to review the data and to brainstorm how to help struggling students. We also provide ESL services through a highly-qualified teacher along with a highly-qualified paraprofessional, and special education plans for students that need it.

We plan to continue with supporting the salary of the Social Worker to address mental and health and social emotional needs.

## Allocations

Direct Allocation		True Up Allocation	Total Allocation	20% Minimum	
ESSER III Allocations		\$511,055	\$0	ESSER III Allocations	\$102,211
Approved Total	\$0	\$0	\$0	Approved Total	\$0
Amount Left		\$511,055	\$0	Amount Still Needed	\$102,211
In Review Total	\$511,055	\$0	\$511,055	In Review Total	\$126,109
Amount Left		\$0	\$0	Amount Still Needed	\$0

## Line Items

ID	Allocation Type	Learning Loss	Function Code	Object Code	Allowable Use	Total Expenditures	Status
349-3-0001	Direct	True	1000	121	1A	\$57,000	Task Force Review
349-3-0002	Direct	True	1000	650	12	\$5,211	Task Force Review
349-3-0003	Direct	True	1000	121	1B	\$40,000	Task Force Review
349-3-0004	Direct	True	1000	650	9	\$8,951	Task Force Review
349-3-0005	Direct	True	1000	321	3	\$4,947	Task Force Review
349-3-0006	Direct	False	2600	121	15	\$4,946	Task Force Review
349-3-0007	Direct	True	1000	735	9	\$10,000	Task Force Review
349-3-0008	Direct	False	4200	710	13	\$380,000	Task Force Review

## Line Item Details

Line Item ID: 349-3-0001
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**Allocation Type**

Direct Allocation

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

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

**Account Name**

ESSER III TEACHER/ASSTS

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

1000 - Instruction

**Object Code**

121 - Full-Time Non-Certified Salaries

**Allowable Use**

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

**Budgeted Expenditures in SFY 2021**

\$0

**Budgeted Expenditures in SFY 2022**

\$9,000

**Budgeted Expenditures in SFY 2023**

\$23,000

**Budgeted Expenditures in SFY 2024**

\$25,000

**Total Expenditures**

\$57,000

**Status**

Task Force Review

**Line Item Comment from KSDE**

Per narrative: "Virtual assignments were difficult for our at-risk and special education populations who struggle with staying on task in a normal school environment. Without the assistance of a caring staff member, during remote learning, these students failed classes and had to be given the opportunity later for credit-recovery. Our plan to mitigate this learning loss includes hiring two additional paraprofessionals, one will be highly-trained and support Title services and MTSS. The other will be an instructional aide supporting the students in the classroom. "

Line Item ID: 349-3-0002

**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****Function Code**

1000 - Instruction

**Object Code**

650 - Supplies-Technology Related

**Allowable Use**

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

**Budgeted Expenditures in SFY 2021**

\$0

**Budgeted Expenditures in SFY 2022**

\$2,606

**Budgeted Expenditures in SFY 2023**

\$2,605

**Budgeted Expenditures in SFY 2024**

\$0

**Total Expenditures**

\$5,211

**Status**

Task Force Review

**Line Item Comment from KSDE**

Per narrative: "Our plan to mitigate this learning loss includes hiring a Title 1 Instructional Aide, a teacher's aide, increase to the AimsWeb assessments licensure, increase IXL licensure, purchase of social emotional curriculum (ReCo), using district funds to purchase new math curriculum but to use ESSER funds for increasing tier support with additional trained staff members to provide one-on-one support as needed."

Line Item ID: 349-3-0003

**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 TEACHER/ASSTS

**Account Number**

**Function Code**

1000 - Instruction

**Object Code**

121 - Full-Time Non-Certified Salaries

**Allowable Use**

1B - Any activity authorized by the Individuals with Disabilities Education Act.

**Budgeted Expenditures in SFY 2021**

\$0

**Budgeted Expenditures in SFY 2022**

\$20,000

**Budgeted Expenditures in SFY 2023**

\$20,000

**Budgeted Expenditures in SFY 2024**

\$0

**Total Expenditures**

\$40,000

**Status**

Task Force Review

**Line Item Comment from KSDE**

Per narrative: "Our plan to mitigate this learning loss includes hiring a Title 1 Instructional Aide, a teacher's aide, increase to the AimsWeb assessments licensure, increase IXL licensure, purchase of social emotional curriculum (ReCo), using district funds to purchase new math curriculum but to use ESSER funds for increasing tier support with additional trained staff members to provide one-on-one support as needed."

Line Item ID: 349-3-0004

**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 TEACHING SUPPLIES

**Account Number**

**Function Code**

1000 - Instruction

**Object Code**

650 - Supplies-Technology Related

**Allowable Use**

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

**Budgeted Expenditures in SFY 2021**

\$0

**Budgeted Expenditures in SFY 2022**

\$0

**Budgeted Expenditures in SFY 2023**

\$4,475

**Budgeted Expenditures in SFY 2024**

\$4,476

**Total Expenditures**

\$8,951

**Status**

Task Force Review

**Line Item Comment from KSDE**

Per narrative: "More attention is given to the Headrush platform for high school students to continue with their credits if schools cannot be in session."

Line Item ID: 349-3-0005



**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 TEACHING SUPPLIES

**Account Number**

60-1000-321-00

**Function Code**

1000 - Instruction

**Object Code**321 - Instructional Programs  
Improvement 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**

\$4,947

**Budgeted Expenditures in SFY 2023**

\$0

**Budgeted Expenditures in SFY 2024**

\$0

**Total Expenditures**

\$4,947

**Status**

Task Force Review

**Line Item Comment from KSDE**

Per narrative: "...but to use ESSER funds for increasing tier support with additional trained staff members to provide one-on-one support as needed."

Line Item ID: 349-3-0006

**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 IIII CUSTODIAL EXPENSE

**Account Number****Function Code**2600 - Operation and Maintenance of  
Plant Services (All except  
Transportation)**Object Code**

121 - Full-Time Non-Certified Salaries

**Allowable Use**15 - Developing strategies and  
implementing public health protocols  
for the reopening and operation of  
school facilities.**Budgeted Expenditures in SFY 2021**

\$0

**Budgeted Expenditures in SFY 2022**

\$4,946

**Budgeted Expenditures in SFY 2023**

\$0

**Budgeted Expenditures in SFY 2024**

\$0

**Total Expenditures**

\$4,946

**Status**

Task Force Review

**Line Item Comment from KSDE**

Per narrative: "With all-day preschool being added in the 2020-2021 school year, we plan to continue with the employment of an additional part-time custodian to keep up with cleaning protocols for the school environment.

Enhanced cleaning protocols will continue in district facilities and on school buses. High-touch areas will be wiped down periodically throughout the day. Frequent hand washing/sanitizing is important. Sanitization stations are placed throughout the schools."

<b><u>Allocation Type</u></b>		<b><u>Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure</u></b>	
Direct Allocation		YES - this item is marked for Learning Loss Set Aside Expenditure	
<b><u>Account Name</u></b>		<b><u>Account Number</u></b>	
ESSER III TEACHING SUPPLIES			
<b><u>Function Code</u></b>	<b><u>Object Code</u></b>	<b><u>Allowable Use</u></b>	
1000 - Instruction	735 - Technology -Related Software	9 - Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students.	
<b>Budgeted Expenditures in SFY 2021</b>		\$0	
<b>Budgeted Expenditures in SFY 2022</b>		\$5,000	
<b>Budgeted Expenditures in SFY 2023</b>		\$5,000	
<b>Budgeted Expenditures in SFY 2024</b>		\$0	
<b>Total Expenditures</b>		<hr/> \$10,000	
<b><u>Line Item Comment from KSDE</u></b>		<b><u>Status</u></b>	
Per narrative: "Edgenuity and Edmentum will also be purchases to support Credit Recovery, ACT Prep, and offer courses that are needed for students to graduate."		Task Force Review	

<b><u>Allocation Type</u></b>	<b><u>Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure</u></b>	
Direct Allocation	NO - this item is not marked for Learning Loss Set Aside Expenditure	
<b><u>Account Name</u></b>	<b><u>Account Number</u></b>	
ESSER III REPAIR/REMODEL		
<b><u>Function Code</u></b>	<b><u>Object Code</u></b>	<b><u>Allowable Use</u></b>
4200 - Land Improvement	710 - Land and Improvement	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.
<b>Budgeted Expenditures in SFY 2021</b>	\$0	
<b>Budgeted Expenditures in SFY 2022</b>	\$380,000	
<b>Budgeted Expenditures in SFY 2023</b>	\$0	
<b>Budgeted Expenditures in SFY 2024</b>	\$0	
<b>Total Expenditures</b>	\$380,000	
		<b><u>Status</u></b>
		Task Force Review
<b>Line Item Comment from KSDE</b>		
Per narrative: "The district wants to improve ventilation in buildings with strategic HVAC settings which include increased outside airflow. \$380,000 will go towards upgrading the HVAC system with additional and improved IAQ. These units are over 20 years old, and have not had adequate IAQ. These funds will directly go to replacing these units." Allowable if CDC guidelines are met. Capital Improvement documentation required.		

# ESSER III APPLICATION FOR D0351

**Status**

Task Force Review

## KSDE Application Comments

## Current Directory Information

<b><u>District</u></b>	<b><u>Address</u></b>	<b><u>Mail Address</u></b>
Macksville	433 N. Gilmore, Macksville, KS 67557	PO Box 487, Macksville, KS 675570487
<b><u>Superintendent Name</u></b>	<b><u>Superintendent E-mail Address</u></b>	<b><u>Superintendent Phone Number</u></b>
Greg Rinehart	super351@usd351.com	(620) 348-3415

## Authorized Representative of the District Information

<b><u>Name</u></b>	<b><u>Position of Title</u></b>	<b><u>E-mail Address</u></b>	<b><u>Phone Number</u></b>
Greg Rinehart	Superintendent	super351@usd351.com	(620) 348-3415
<b><u>Other District Representative 1 - Name</u></b>	<b><u>Other District Representative 1 - E-mail Address</u></b>		
Crystle Hogan	hoganc@usd351.com		
<b><u>Other District Representative 2 - Name</u></b>	<b><u>Other District Representative 2 - E-mail Address</u></b>		

## Plan for Safe Return

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

<http://macksvilleschools.com/District-Information/District-Plan-for-Safe-Return-to-In-Person-Instruction-and-Continuity-of-Services>

## Use of Funds for CDC Guidance

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

The district goal for implementation of the ESSER II and III funds includes a new HVAC unit for our elementary school. The project will require the total dollar amounts allocated for both ESSER II and III, minus the 20% for learning loss. Many of the current HVAC systems serving the school district do not provide adequate ventilation to meet (or exceed) ASHRAE 90.1. Some of these systems are beyond their serviceable life and no longer can provide their design capabilities and others were installed without ventilation consideration. The improvements that are recommended, will improve air quality in a substantial number of classrooms, offices and breakout areas. With improved air quality, the district will reduce airborne pathogens from reaching students & staff, reduce CO2 levels and improve overall attendance.

Like all hazards, risk can be reduced but not eliminated. USD 351 will implement not only an efficient, high air filtration HVAC system to help control the spread of COVID, but also some non-HVAC mitigation as a first line of defense. CDC recommends a layered approach to reduce exposures to SARS-CoV-2, the virus that causes COVID-19. This approach includes using multiple mitigation strategies, including improvements to building ventilation to reduce the spread of disease and lower the risk of exposure. Requirements will include improving central air filtration to the MERV-1311, and keeping the systems running longer hours, 24/7 if possible.

In addition to ventilation improvements, the layered approach includes physical distancing, wearing of face masks as recommended by CDC and KDHE, hand hygiene, and vaccination. Also, in addition to the policies described above, non-HVAC mitigation procedures will include, increasing disinfection of frequently touched surfaces, continued availability of hand sanitation dispensers and replace as needed, and consider portable room air cleaners with HEPA filters.

USD 351 Macksville will continue to follow guidance and directives from the Stafford County Health Department. The county relies on directives from KDHE for updates for new procedures and protocols involving COVID. The district in turn relays these new protocols onto parents, guardians, and all community members via the school website. Procedures can change with new information from the CDC and this practice will keep the community up to date with expectations for safe operation of the school.

## Stakeholder Engagement

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

### Students

In developing our ESSER plan, we conducted a survey with students on February 14th, 2022 to determine their highest levels of need for pandemic related instruction and support. An explanation was given to the group to explain what ESSER was, what it meant to the school, and how the money must be spent in regards to learning loss. Everyone was given the opportunity to ask questions prior to answering the survey. Students surveyed included the USD 351 Student Council. Students were asked to think "outside the box" and to answer the survey in regards to what would be the best for all of our students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students.

The following supports received the most interest from our students:

#1/#2 (tied) The area most popular response to be considered from the students included summer school for elementary students and tutoring for secondary. Both received the same number of votes and was agreed upon by 70% of the students.

#3 The third most popular vote was offering more professional development to the teachers to support their growth. This was popular among 60% of the students.

#4 Facility upgrades were popular among 40% of the student body, including a new HVAC unit for an outdated system at the elementary building.

Our ESSER plan takes these recommendations into consideration and their needs are ideas in the plan.

## **Families**

Families were given the opportunity to complete the ESSER survey in person during parent/teacher conferences in February. The survey was also posted to the school website for parents and families to offer their input. USD 351 received 29 parent/guardian surveys. The results of the survey revealed four areas that received the majority of the votes.

Survey Link

[https://docs.google.com/forms/d/e/1FAIpQLSewhj6-R7M8KCTMiA2R8-x3-FuMjp60g86MDHtPulJ0xuXrdg/viewform?fbclid=IwAR1XPhj-s0TY1WEd0\\_ItYBWuZAPut0envL2ny7VtejoJZTEgBRDzLZHujRw](https://docs.google.com/forms/d/e/1FAIpQLSewhj6-R7M8KCTMiA2R8-x3-FuMjp60g86MDHtPulJ0xuXrdg/viewform?fbclid=IwAR1XPhj-s0TY1WEd0_ItYBWuZAPut0envL2ny7VtejoJZTEgBRDzLZHujRw)

The results are as follows

Additional personnel and staff support for academic intervention- (21 votes) Families rated this category as important or very important (72%)

Additional behavioral support and interventions-(19 votes) Families rated this category as important or very important (66%)

After school tutoring programs-(14 votes) Families rated this category as important or very important (48%)

Summer learning programs-(13 votes) Families rated this category as important or very important (45%)

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

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

USD 351, Macksville is a small 1A school with a 7-12 building principal, and myself, a combination superintendent/elementary principal. The district is a member of the South Central Kansas Special Education Coop. The secondary principal, counselor and I have met several times to discuss the needs of our students directly related to learning loss. Whereas the counselor had already completed the online survey, I needed her input in our discussions. Three areas emerged as a result of our meetings, and what we gleaned from our meetings was that we do not necessarily feel one is any more relevant than the other two. The top three strategies to emerge includes

Expanded social and emotional learning and mental health services

Summer School

Tutoring and possible credit recovery at the high school

The counselor will be involved with summer school to address the social and emotional piece.

I did not ask my special education director to complete a survey, but rather had a one on one discussion with him. He was very receptive to the summer school strategy because we did not have to address "extended school year" (ESY). Allowing special ed students to be a part of summer school will be welcomed. He did agree with our top 3 recommendations, but would place the social and emotional learning a little higher in the ranking than tutoring or summer school.

Our ESSER plan takes these recommendations into consideration while developing our plan.

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

Teachers, school leaders, and other school staff were given the opportunity to provide input for our ESSER plan. USD 351 received 31 staff surveys. The results of the survey revealed four areas that received the majority of the votes. I have pasted the website for the survey in a previous answer. The results are as follows

Additional personnel and staff support for academic intervention- (31 votes) Staff rated this category as important or very important (100%)

Summer learning programs-(27 votes) Staff rated this category as important or very important (87%)

After school tutoring programs-(26 votes) Staff rated this category as important or very important (83%)

Additional behavioral support and interventions-(24 votes) Staff rated this category as important or very important (77%)

Our ESSER plan takes these recommendations into consideration while developing our plan.

**Tribes**

While our student information system did not indicate we had any tribal students in our district, we reached out to the following tribe in our state with a survey to seek feedback regarding suggestions to best meet the needs of Native American students:

- Richard Randall, Chairman Kansas Kickapoo Tribe, Horton Kansas.  
<https://docs.google.com/forms/d/e/1FAIpQLSdvFj2DIbR3DXIfcUbXq1o3Lv2XnLPGntxr1I0-XfAqSf3JAg/viewform> .

I also talked with Richard on the phone regarding learning loss and he requested I email him with specific questions and he would try to give us some feedback While we did not hear back from him. He did comment on the phone about offering some cultural sensitivity lessons.

**Civil Rights Organization including Disability Rights Organizations**

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

Kansas Disability Resources and Advocacy Organizations -Craig Knuston, Jeff Schroeder, Charline Cobbs, Steve Gieber

ACLU-Kansas-Mark McCormick

Kansas Action for Children-Jessica Herrera Russell

I did talk with Craig Knuston from ACLU and he suggested I send him the survey and also to his colleagues, which I did. I left a message with Jessica Russell with Kansas Action for Children, and she did not return my call. The survey was sent to all of those listed above in an email and we did not hear back from anyone.

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

Surveys were offered to the parents of ESOL students during parent/teacher conferences February 2022. There was no single recommended area that was an overwhelming majority response. Top recommendations included summer school, tutoring, additional instructional materials, expanded social and emotional services. However, summer school, tutoring, and expanded social and emotional services were rated the highest at 70% in terms of importance. You will see that these suggestions are reflective in the plan we developed.

As a small 1a school district with a ESOL demographic of approximately 25%, Macksville does employ a full time ESOL teacher. When I asked her to complete a survey she also listed summer school and additional staff to address social and emotional concerns at the grade school as her top choices. You will see that these suggestions are reflective in the plan we developed.

Our special education teacher listed additional personnel and staff as her top choice followed by additional behavioral support interventions. You will see that these suggestions are reflective in the plan we developed.

We also reached out to Maureen T. Ruhlman, (KSDE Education Program Consultant) with our survey to seek feedback regarding suggestions to best meet the needs of students that represent various subgroups. Maureen called and it was difficult for her to make any specific recommendations regarding our district from the survey. We talked about the fact that even though we do not have any students now that meet the definition of homeless, she recommended we continue monitoring our enrollment for change. In addition, if we do get these students in the future, transportation for these students will be necessary.

We also reached out to Cornerstones of Care-Foster Youth. Ryann Waller, Lisa Nelson, Gabriel Coleman, and Tiandre Miller were all sent an email with the survey attached, but we have not heard back from them.

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

The public was given the opportunity to complete the survey online from the school facebook page posted in an earlier question, and already taken into account. In addition, an invitation was extended to the public to make recommendations for ESSER funding to the Board of Education at the March meeting.

<https://www.facebook.com/usd351/photos/a.1565553137066712/3090092727946071/>

**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.**



Prior to COVID, USD 351 Macksville was on track to meet the requirements of our new accreditation system (KESA). Teachers had bought into the system, and invested time and energy addressing KESA challenges. Changes were having a positive impact on our students.

Fast forward to the spring of 2020. Macksville did not return to school following our scheduled spring break. The virus, without prejudice, put a halt to the entire school system. No classes, KSHSAA activities, prom, graduations, a complete shutdown. Emotions ran high and rampant. Anger, disappointment, guilt, helplessness, fright, optimism, pessimism, and a superman superwoman mentality from the staff of what do you need from me. The emotional impact of not being in school and participating in extracurricular activities had a tremendous negative impact on the students and the parents/guardians as well. Even during the winter of 2021 when the attendance of parents was limited to their child's basketball games provoked some unpleasant meetings with parents, KSHSAA, and frequently involved the Stafford County Health Department. USD 351 followed all guidance from the county health department under the supervision of KDHE.

The district has incurred significant expenses due to the pandemic. Hand sanitizer, soap, masks, paper products, disposable plates, plastic ware, technology, overtime, additional staff, just to mention some. Stress can be observed throughout the district and the community while remaining open remains challenging. Teacher vacancies, substitute teachers, cooks, bus drivers, paraprofessionals, mask mandates, quarantines, vaccinations, and chronic absenteeism are major contributors. The capability to "pivot" cannot be over exaggerated.

We cannot provide data proving any disproportionate impact on any special population. Loss of learning was apparent for all students as noticed by all teachers when the district returned to face-to-face learning in the fall of the next school year. The district has been fortunate that we did not have to close school, other than a day or two at the beginning of the 2020 -21 school year. Even though the district did not go remote for any considerable amount of time, what we have noticed as a district is that we are struggling to get back to pre-COVID educational expectations. Some students have not returned to the same general attitude as before the pandemic. Attendance, missing assignments, and a whatever attitude can be observed in a certain population of students. This observation is not limited to just at risk students, but rather across the student body.

Our philosophy is that through summer school and after school tutoring we can model to the students the importance of working hard and getting their education. With some smaller classes during the summer, each student will be receiving more individual attention from their teachers. This is where relationships are developed, and we all know how crucial this is to a positive learning environment, which will help foster a positive attitude.

**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)**

Sec. 8101 ESEA OF 1965 394 11Margin for sub clause (22) EXPANDED LEARNING TIME.—The term “expanded learning time” means using a longer school day, week, or year schedule to significantly increase the total number of school hours, in order to include additional time for— (A) activities and instruction for enrichment as part of a well-rounded education; and (B) instructional and support staff to collaborate, plan, and engage in professional development (including professional development on family and community engagement) within and across grades and subjects.

USD 351 Macksville will use the ESSER III, 20% learning loss allocated funds to help fund after school programs and summer school. Specifically, this will require additional planning, and communicating with parents beyond their regular contract. If the funds allow, we will also offer transportation to the students and parents. The district intends to offer summer school during June of 2022, 2023, and 2024. If our application is approved prior to the end of the 2022 school year we would like to start offering some after school tutoring district wide. We would also move our student improvement team (SIT) meetings to after school. These meetings involve the school psychologist, and of course the teachers, and they are the first to identify any at-risk students, and then plan interventions to meet their needs (MTSS). Multiple meetings are always needed to follow up on the success of any recommendations. In addition, a more intense line of communication will be required of the teacher contacting the parent. This cannot be accomplished during a semester parent/teacher conference. Placing these meetings after school will allow the teachers to focus directly on the student being discussed, without the worry of getting back to their regular classroom, and not limited to minutes! My SIT teachers, and counselor would also address social and emotional issues with these students during tutoring and summer school. The district will use FastBridge as one of our screeners to identify learning loss and at risk students. The district would also incur some additional expenses of summer including some administrative expenses.

We will also hire an elementary aide to help address and monitor some social/emotional issues, which were identified in the surveys. Teachers have reported an increase in minor behavioral issues. These issues are not severe enough to justify an office referral, but they do create classroom disruptions, wasting time, which have resulted in some learning loss. The aide will be mobile, and we can move him/her throughout the day to the area of greatest need. The purchase of FastBridge will also be required.

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

I reference section 2001(e)(2) of the ARP Act in the following two paragraphs. The district initiative described below clearly meets regulations and requirements.

ARP Act Section 2001(e)(2)(O).

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

ARPA Section 2001(e)(2)(P)

Inspecting, testing, maintaining, repairing, replacing, and upgrading projects to improve the indoor air quality in school facilities, including HVAC systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.

After a needs assessment with the District Leadership Team (DLT) and the Board of Education USD 351 Macksville, we gleaned that an outdated HVAC unit needed to be replaced to reduce risk of virus transmissions. The new system will improve air quality, which is needed after reviewing the initial results of an air quality test in the elementary wing of the building.

In order to fully fund the HVAC project, ESSER II & III will need to be combined, minus the 20% dedicated to learning loss. ESSER II was approved by KSDE in December of 2021. This project meets the requirement of section 2001(e)(2) of the ARP Act.

**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.**

Macksville has invested in multiple screeners including Evidence-Based Practices approved by KSDE. Teachers will be able to assess and document improvement by administering pre and post-test ranging from spring to late summer after summer school. Assessing the data will not be limited to just the conclusion of summer school as multiple pre- and post-tests are administered by the teachers as determined by the specific interventions. Semester grades will be considered to evaluate the effectiveness of tutoring at the end of nine weeks and semesters. Accelerated Reading, BrainPop, Career & Technical Ed programs, CASEL, FastBridge, IXL, LETRS, Lexia, MTSS, Second Step, Xello, and Student Improvement Teams are current evidence based practices used to identify any at risk students. Progress monitoring will continue to be a valuable tool monitoring students.

Specific and individual math, ELA, and reading lesson plans addressing learning loss among summer school students will be crucial. In previous years, if the number of students participating in summer school could not justify offering summer school it was cancelled. In addition, lesson plans for all students will also be required. The decision to offer summer school for the next three years will not be determined by numbers enrolled, but rather the need of the students, and the availability of teachers.

Social/emotional activities and lesson plans will be written and taught by the counselor. I foresee grouping by similar age groups of the students when addressing some of these issues. This will allow the counselor to cover more material. However, individual or small groups are always a possibility.

Allocations

Direct Allocation			True Up Allocation	Total Allocation	20% Minimum	
ESSER III Allocations		\$412,868	\$0	\$412,868	ESSER III Allocations	\$82,574
Approved Total	\$0		\$0	\$0	Approved Total	\$0
Amount Left		\$412,868	\$0	\$412,868	Amount Still Needed	\$82,574
In Review Total	\$412,868		\$0	\$412,868	In Review Total	\$82,574
Amount Left		\$0	\$0	\$0	Amount Still Needed	\$0

Line Items

ID	Allocation Type	Learning Loss	Function Code	Object Code	Allowable Use	Total Expenditures	Status
351-3-0001	Direct	True	1000	110	11A	\$49,154	Task Force Review
351-3-0002	Direct	True	1000	300	9	\$7,500	Task Force Review
351-3-0003	Direct	True	1000	120	12	\$25,920	Task Force Review
351-3-0004	Direct	False	2600	700	14	\$161,844	Task Force Review
351-3-0005	Direct	False	2600	300	14	\$125,512	Task Force Review
351-3-0006	Direct	False	2600	650	14	\$42,938	Task Force Review

Line Item Details

Line Item ID: 351-3-0001

<b><u>Allocation Type</u></b>	<b><u>Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure</u></b>		
Direct Allocation	YES - this item is marked for Learning Loss Set Aside Expenditure		
<b><u>Account Name</u></b>	<b><u>Account Number</u></b>		
Certified Salaries	96-1000-110-0		
<b><u>Function Code</u></b>	<b><u>Object Code</u></b>	<b><u>Allowable Use</u></b>	
1000 - Instruction	110 - Regular Certified Salaries	11A - Planning and implementing summer learning or enrichment programs.	
<b>Budgeted Expenditures in SFY 2021</b>	\$0		
<b>Budgeted Expenditures in SFY 2022</b>	\$16,885		
<b>Budgeted Expenditures in SFY 2023</b>	\$16,385		
<b>Budgeted Expenditures in SFY 2024</b>	\$15,884		
<b>Total Expenditures</b>	\$49,154		
	<b><u>Status</u></b>		
	Task Force Review		

Line Item ID: 351-3-0002

**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**

Technology

**Account Number**

96-1000-300-0

**Function Code**

1000 - Instruction

**Object Code**300 - PURCHASED PROFESSIONAL  
AND TECHNICAL SERVICES**Allowable Use**9 - Purchasing educational technology  
(including hardware, software, and  
connectivity) for the LEA's students.**Budgeted Expenditures in SFY 2021**

\$0

**Budgeted Expenditures in SFY 2022**

\$2,500

**Budgeted Expenditures in SFY 2023**

\$2,500

**Budgeted Expenditures in SFY 2024**

\$2,500

**Total Expenditures**

\$7,500

**Status**

Task Force Review

Line Item ID: 351-3-0003

**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-Cert Salary

**Account Number**

96-1000-120-0

**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**

\$0

**Budgeted Expenditures in SFY 2023**

\$12,960

**Budgeted Expenditures in SFY 2024**

\$12,960

**Total Expenditures**

\$25,920

**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: 351-3-0004

**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**

Elem HVAC

**Account Number**

96-2600-700-0

**Function Code**2600 - Operation and Maintenance of  
Plant Services (All except  
Transportation)**Object Code**

700 - PROPERTY

**Allowable Use**14 - Inspection, testing, maintenance,  
repair, replacement and upgrade  
projects to improve the indoor air  
quality in school facilities.**Budgeted Expenditures in SFY 2021**

\$0

**Budgeted Expenditures in SFY 2022**

\$0

**Budgeted Expenditures in SFY 2023**

\$161,844

**Budgeted Expenditures in SFY 2024**

\$0

**Total Expenditures**

\$161,844

**Status**

Task Force Review

**Line Item Comment from KSDE**

Allowable if CDC guidelines are met. Capital Improvement documentation required.

Line Item ID: 351-3-0005

**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**

Elem HVAC

**Account Number**

96-2600-300-0

**Function Code**2600 - Operation and Maintenance of  
Plant Services (All except  
Transportation)**Object Code**300 - PURCHASED PROFESSIONAL  
AND 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**

\$0

**Budgeted Expenditures in SFY 2023**

\$125,512

**Budgeted Expenditures in SFY 2024**

\$0

**Total Expenditures**

\$125,512

**Status**

Task Force Review

**Line Item Comment from KSDE**

Allowable if CDC guidelines are met. Capital Improvement documentation required.

Line Item ID: 351-3-0006

<b><u>Allocation Type</u></b>	<b><u>Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure</u></b>	
Direct Allocation	NO - this item is not marked for Learning Loss Set Aside Expenditure	
<b><u>Account Name</u></b>	<b><u>Account Number</u></b>	
Elem HVAC	96-2600-650-0	
<b><u>Function Code</u></b>	<b><u>Object Code</u></b>	<b><u>Allowable Use</u></b>
2600 - Operation and Maintenance of Plant Services (All except Transportation)	650 - Supplies-Technology Related	14 - Inspection, testing, maintenance, repair, replacement and upgrade projects to improve the indoor air quality in school facilities.
<b>Budgeted Expenditures in SFY 2021</b>	\$0	
<b>Budgeted Expenditures in SFY 2022</b>	\$0	
<b>Budgeted Expenditures in SFY 2023</b>	\$42,938	
<b>Budgeted Expenditures in SFY 2024</b>	\$0	
<b>Total Expenditures</b>	\$42,938	
<b><u>Line Item Comment from KSDE</u></b>	<b><u>Status</u></b>	
Allowable if CDC guidelines are met. Capital Improvement documentation required.	Task Force Review	

# ESSER III APPLICATION FOR D0420

**Status**

Task Force Review

## KSDE Application Comments

## Current Directory Information

<u>District</u>	<u>Address</u>	<u>Mail Address</u>
Osage City	520 Main Street, Osage City, KS 665231357	520 Main Street, Osage City, KS 665231357
<u>Superintendent Name</u>	<u>Superintendent E-mail Address</u>	<u>Superintendent Phone Number</u>
Troy Hutton	thutton@usd420.org	(785) 528-3176

## Authorized Representative of the District Information

<u>Name</u>	<u>Position of Title</u>	<u>E-mail Address</u>	<u>Phone Number</u>
Troy Hutton	Superintendent	thutton@usd420.org	(785) 528-3176
<u>Other District Representative 1 - Name</u>	<u>Other District Representative 1 - E-mail Address</u>		
Pam Whitmer	pwhitmer@usd420.org		
<u>Other District Representative 2 - Name</u>	<u>Other District Representative 2 - E-mail Address</u>		
Kyleigh Lohmeyer	klohmeier@usd420.org		

## Plan for Safe Return

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

[https://docs.google.com/document/d/1\\_sYjN\\_Z6yh4GaVN149qpV\\_p7CUYjh6ILK75rC6JBX0/view](https://docs.google.com/document/d/1_sYjN_Z6yh4GaVN149qpV_p7CUYjh6ILK75rC6JBX0/view)

## Use of Funds for CDC Guidance

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

We are working closely with the Kansas Department of Health and Environment, our county health department, KSDE, our local education service center, and neighboring school districts to remain up-to-date on guidance related to safely operating in-person learning for the school year. We have hired an additional nurse, which will be paid for out of ESSER III funds to assist in Covid Tracking. We have also instructed our staff to encourage the practice of hand sanitations and have hand sanitizing stations in nearly every classroom. Our nurse continues to educate staff on the importance of all Covid precautions. We are looking to add a counselor/social worker with ESSER III funds to help support students with all social emotional issues that may arise with Covid-19. USD 420 would also like to provide extended Social Emotional training to staff to support students who have been adversely affected by the Covid Pandemic. We attribute our student success and our ability to remain open last year to following this guidance and we will continue to do so.

At the encouragement of all stakeholders, we have implemented a Test to Stay/Participate program to help our students and staff remain in school. Stakeholders have stated their support for doing whatever necessary to keep "in person learning as much as possible and as safely as possible."

All funds expended in ESSER III will be KSDE to ensure that all expenditures align with best practice, with up-to-date safety requirements, and to ensure it is maximized for a positive impact on student learning and safety.



# Stakeholder Engagement

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

## Students

The principals of schools met with students of both the middle school and the high school student councils to discuss the proposed ESSER III plan and to receive their feedback. There were also students who participated in the online community surveys, which were open to any student who wanted to respond. These surveys were sent out via text message and email and posted on the school webpage and Facebook. The following was asked for most from our students:

Educational field trips

1 to 1 student technology

Hands on Learning experiences

Our ESSER III plan has taken into consideration all of these items and provided for them.

## Families

The district conducted a District Site Council Meeting to review the ESSER III plan on September 15, 2021. This meeting consisted of community members including teachers, parents, administrators and Board members and students. This was a productive meeting with positive input to the ESSER Plan. Families were also encouraged to fill out a survey to get their input on how to utilize ESSER III funds to overcome the obstacles and stress of learning in the pandemic era. This was sent to parents, students, and community via text message, email and by posting on our school website. We choose these methods because 95% of our parents report they have wifi at home, 99% a smartphone, and 76% said this was their preferred method of communication. In our initial survey there were 331 responses to the survey. The breakdown included 254 parents, 98 district staff, 24 community members, and 29 student responses. In our most recent survey focusing on sub groups there were 324 responses with 261 parent/guardian. The most requested items of the surveys revealed that this group was most interested in:

Additional after school tutoring programs.

Additional personnel for academic interventions.

Additional instructional materials and resources.

Additional behavioral support intervention.

Professional Development for staff focused on social emotional needs.

Other requested items supported the use of additional personnel for summer learning programs and additional behavior support. The ESSER III Funds will be focused on additional after school tutoring, summer school, intervention curriculum materials, social-emotional support and staff to support these initiatives.

## School and District Administrators including Special Education Administration

All administrators (4) had a hand in developing the ESSER III plan, thus there was approval of the plan. The district also collaborated with our local special education cooperative director to ensure our ESSER III plan supported the needs of all populations of students. They've taken an active role in the process. The three building administrators have contributed their thoughts and ideas as well as expressing the needs of the teachers and students as we expand these funds including consideration for our special population groups. The administration felt the following should have a focus in our ESSER III plan:

Reading Specialist

PreK-12 Social Worker/Counselor

After school tutoring program

Summer school at all levels

Social Emotional support for all levels

Healthy Physical Environment supports: PPE / Cleaning supplies / Air purifiers

These have all been taken into consideration and are part of our ESSER III plan.

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

The school district worked directly with our teachers in site council meetings and ESSER specific staff meetings. We also provided two surveys (open to all respondents) to address funding needs, look at subgroups, and ensure ESSER funds were meeting the needs of students, community, and staff. Due to the extreme challenge of keeping trained staff members and support staff during the Pandemic, there was unanimous support for premium retention payments to maintain the operations of the school district. This agreement was unanimously agreed by the Board of Education and OCNEA to in August of 2021 for the current year and the 2022-2023 school years to assist in maintaining the current staff. The district also included classified staff to gain input on areas to assist the operations during the pandemic.

There were a variety of opinions. Some ideas of how to expand the money included but were not limited to:

Add another school counselor / social worker to support the social-emotional needs of our students due to the effects of the Pandemic.

Provide additional intervention curriculum.

Provide chromebooks for students for potential remote learning.

Panorama to analyze data for social-emotional and school data.

Poster maker/vinyl cutter/live streaming technology to support development of Covid Safety signage and technology to increase the ability to live stream.

Provide air purifiers in all classroom spaces to improve air quality and reduce transmission.

Provide an additional Preschool Teacher to better social distance classrooms.

Premium retention pay.

Educational field trips and extended learning opportunities.

More staff to work with students 1 on 1 or in small groups.

These have all been taken into consideration and are part of our ESSER III plan.

## **Tribes**

Although the Osage City School District is unaware of any Tribal residents in the community we do have 5 students who identify as Native American in our school information system. These families had the opportunities to attend site council meetings as well as reply to both of our surveys. USD 420 also reached out directly to these families. USD 420 also emailed the Kansas Association of Native American Education and the Native American Affairs. They encouraged us to talk with our local families which we did and also provided us with links to the Native Education Collaborative which encourages LEAs to address issues of equity, learning loss, social-emotional learning needs, and other critical issues. Through these communications the needs most expressed were:

Educational Field Trips

Social Emotional professional development

These have all been taken into consideration and are part of our ESSER III plan.

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

Contact was made with the Disability Rights Center of Kansas to speak to Mr. Lane Williams. Although we reached out to this organization, we did not get a response. The Kansas Hispanic & Latino American Affairs Commission responded with "I recently met with a group of Latino students who said if they could change one thing at their school, they would add a bilingual counselor." Additionally, we reached out to Adam Burnett, Director of Core Services at the Resource Center for Independent Living in Osage City, for input. The Resource Center for Independent Living (RCIL) is committed to working with individuals, families, and communities to promote independent living and individual choice to persons with disabilities. Remote learning can be a significant barrier, especially for students with disabilities. To help restore some of the progress lost from remote learning, RCIL advocates for and supports efforts to enhance education services for youth with disabilities. Ideas such as:

Additional summer and after school programs.

Additional supports in the classroom.

Increases in behavioral supports.

School health officers.

Assistive technology.

Para-educators to give students with disabilities their best opportunity to achieve success.

Through our ESSER III application, USD 420 plans to incorporate several of the interventions to assist students with disabilities including after school tutoring, summer school programs, and additional health personnel.

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

We have collaborated with Three Lakes Cooperative to ensure that all students with disabilities; Kansas Kids @ GEARUP, Michelle Nicholson and TFI, Rachelle Roosevelt for students in foster care; Maureen Ruhlman, the KSDE Homeless director, as well as inviting teachers and parents of these students to meetings and to complete two surveys. We also spoke in person to several of our Foster Families who supported the below interventions. Through these communications these representatives felt the following would be beneficial for students:

Summer Programs.

After School Programs.

Social Worker/Counselor

Professional development in trauma informed care

Transportation

1 to 1 student technology (the top request for ELL)

We currently do not have students who are migratory or incarcerated. However, all other groups had respondents and their voices are represented in our ESSER III plan.

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

The district conducted a District Site Council meeting which was open to the public to review the ESSER III plan on September 15, 2021. To further get input from stakeholders, two community surveys were conducted and posted on the district website to encourage community input. There were 331 responses to the initial survey. The breakdown included 254 parents, 98 district staff, 24 community members, and 29 student responses. In the second survey, 324 people responded with 43 being community patrons. The most requested items of the survey revealed that:

After school tutoring programs.

Additional personnel (social-emotional & instructional).

Additional instructional materials and resources.

Educational field trips.

These have all been taken into consideration and are part of our ESSER III plan.

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

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

Osage City United School District began the 2021 school year in session with only remote learning options for students who were quarantined or those who chose to stay home due to the Pandemic. This was a relatively low number of students. The district missed only three days of school during the 2021 school year and that was due to winter weather. Generally, the district operated normally while implementing new procedures due to COVID.

During the school year of 2019-2020 when COVID-19 hit and Governor Kelly of Kansas issued a remote learning policy for all students, the kindergarten students at Osage City Elementary School were remote learners for 2 months (part of March, April, part of May). During the last nine weeks of a regular kindergarten school year, students learn more sight words, write in their journals, learn long vowels and silent e, and read age appropriate books to become fluent level-C readers. However, students were not able to engage in remote learning daily due to parents working, poor internet connections, or no accountability for schools to enforce attendance.

During the 2020-2021 school year, these now first grade students lack multiple basic literacy skills. Although students were given intense interventions through MTSS, they still lacked phonic skills that would allow them to become fluent readers. At the end of their first grade year, 26 students out of 42 students scored in the high-risk category on their AimsWeb Plus assessment for early literacy. Parents were encouraged to send their soon-to-be second graders to Summer STARS (a local summer school program) and Step Up To Second Grade (a local summer reading program for 2nd graders). Eight students attended the Summer STARS program and eleven students attended the Step Up Program. Although their attendance was superb and they did improve on their sight words and reading fluency, these students are not where they should be for starting second grade. Therefore, our second grade teachers will have to begin with first grade materials in order to reinforce literacy skills. If our school is able to provide after-school tutoring in reading for these students and hire community leaders to tutor students during the day, these students should be able to make up the gap they have right now in reading. The district would also like to provide summer school to all grade levels to help bridge the learning loss gap. The district is in search of technology assistance to help track growth of At-Risk students.

The district did take steps to address social-emotional issues and made daily contact with the few students who chose the remote option, but this wasn't a bigger issue than in years prior. Basically, the district went to school, addressed COVID issues as they arose, and had a relatively normal school year.

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

Program/Strategy: Implement summer enrichment programs and credit recovery services.

Description: Summer enrichment programs would extend the school years for students allowing them more time and opportunities to gain skills they did not master during the pandemic. ES - 9 teachers & 1 driver / HS - 4 teachers & 1 coordinator / MS - 2 teachers (\$2000 per teacher/coordinator) (Bus driver (\$67.30 per day 15 days)

Links to Evidence: 1) On KSDE approved Evidence-Based Practices: Summer School, 2)

<https://www.countyhealthrankings.org/take-action-to-improve-health/what-works-for-health/strategies/summer-learning-programs>, 3) <https://www.wallacefoundation.org/knowledge-center/Documents/Making-Summer-Count-How-Summer-Programs-Can-Boost-Childrens-Learning.pdf>

Budget Requested: \$106,608.00

Program/Strategy: Provide research based after school tutoring & professional learning opportunities and supports for after school tutoring

Description: After school tutoring would allow for small group to 1-to-1 instruction for students who fell behind in basic math skills, phonics skills, and reading fluency during the pandemic. \$25/hr. - 4 hr/wk - ES (8) MS (2) HS (2) (certified staff working on skill deficits not homework completion=\$51,672.00 for salaries plus additional \$15,000 for materials and supplies)

Links to Evidence: 1) On KSDE approved Evidence-Based Practices: Small group instruction / intervention, 2)

<https://bestevidence.org/category/reading/reading-struggling-readers/>, 3)

[http://afterschoolalliance.org/documents/what\\_does\\_the\\_research\\_say\\_about\\_afterschool.pdf](http://afterschoolalliance.org/documents/what_does_the_research_say_about_afterschool.pdf)

Budget Requested: \$66,672.00

Program/Strategy: Reading Specialist

Description: A reading specialist would allow not only support of teachers to help provide better reading instruction but would also allow more individualized and intensive instruction for those students who fell behind in their phonics and reading fluency during the pandemic. School years 2022-23 & 2023-24.

Links to Evidence: 1) On KSDE approved Evidence-Based Practices: Small group instruction / intervention & MTSS, 2)

<https://www.jstor.org/stable/20205047>, 3) [https://ies.ed.gov/ncee/edlabs/regions/southeast/aar/ee\\_01-2021\\_2.asp](https://ies.ed.gov/ncee/edlabs/regions/southeast/aar/ee_01-2021_2.asp)

Budget Requested: \$120,798.00

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

Retention Pay Estimated - May 2023 (negotiated agreement states end of fiscal year) \$212,504.00  
 Provide premium retention pay to retain quality teachers and staff who endure extra roles and responsibilities due to the pandemic.

Summer Time Social Emotional PD \$6,754.00  
 To provide staff training on social-emotional programs/supports and trauma informed care.

Additional Nurse Staff 2yrs \$49,480.00  
 Additional nursing staff needed to handle COVID related protocols

1 to 1 student technology Chromebooks Purchase April 2023 \$38,200.00  
 Need to purchase additional chromebooks to achieve 1 to 1 device ratio (1st-12th grades).

Classroom air purifiers (73) \$135,050.00  
 To create physically healthy facilities.

Covid Substitute expenses \$10,000  
 To pay for the increased need of substitute teachers due to COVID absences.

Live Stream Equipment \$3,300.00  
 To give patrons the opportunity to view events from home to support social distancing and other safety protocols due to the pandemic.

Printers: Poster, ID Badge, Vinyl cutter for COVID Signage \$9,300.00  
 Needed to print ever changing signage related to COVID and safety protocols.

Educational Field Trips \$15,000.00  
 Provide enrichment opportunities that were lost during the pandemic.

Second Step \$2,938.00  
 Social-Emotional curriculum PreK-8, cost is the prorated 2 year cost based on a 5 year license.

Raz-Kids \$10,000.00  
 To provide online leveled readers in K-5 classrooms to address learning loss.

Panorama \$64,000.00  
 A PreK-12 program will allow for the identification of academic and social-emotional needs through the consolidation and aggregating of all of our assessment data, local & state academic assessments as well as Panorama and local social-emotional data. Then this data can then be used to provide targeted interventions for learning loss and social-emotional needs and to monitor effectiveness.

Math On-line Curriculum (Big Ideas Math: grades 6-8) to support at home learning \$15,000.00  
 Will allow for online access when students are quarantined and will address learning loss by being the most current version aligned to state standards. Is a research based curriculum.

Reading On-line Curriculum (Amplify: grade 6-8) \$15,000.00  
 Will allow for online access when students are quarantined and will address learning loss by being the most current version aligned to state standards. It also is a research based curriculum and our current one is not.

Provide an additional counselor to assist with social/emotional needs of students. \$120,798.00  
 An additional counselor would allow us to provide more social emotional care and supports for students who have been struggling since the pandemic.

Additional Preschool Teacher \$110,034.00  
 An additional preschool classroom will allow us to; maintain a low student to teacher ratio, support social distancing and service more students who had to be turned away or whose parents didn't send them during COVID resulting in them having lower school readiness scores (learning loss).

Supplies and PPE equipment to sanitize school facilities \$5,000.00

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

Our ESSER III Plan was developed collaboratively with key stakeholders in our community including; state agencies (KSDE, Kansas Association of Native American Education, Native American Affairs, The Resource Center for Independent Living (RCIL), Kansas Kids @ GEARUP, Disability Rights Center of Kansas, and The Kansas Hispanic & Latino American Affairs Commission) , our local special education cooperative, our education service center, staff, administration, students, parents and community members. The focus of our planning and the reason for collaborating with such a diverse group, was to ensure we were developing plans that not only address the general needs of our community, but that we also maintained an important focus on addressing the specific needs of all student and staff populations. These collaborative conversations remain ongoing and will continue to inform our decision making throughout the pandemic and beyond. These stakeholders were consulted with during all stages of planning; before to gather input and during and after to provide feedback.

USD 420 will gauge the effectiveness of the initiatives, personnel, programs, and materials purchased through ESSER III funds as it relates to learning loss and social-emotional well being by administering a variety of local and state assessments, using staff observation and feedback, tracking and monitoring at-risk factors such as attendance rates, office referrals, and student improvement team (SIT) referrals, and continue engagement with all stakeholders; students, families, faculty, and community patrons. Local and state assessment we will use include but are not limited to: Aimsweb, FastBridge, QPS, and PAST for academic progress monitoring; State Assessments and ACT for academic summative information; FastBridge and Panorama for social emotional progress monitoring as well as the Kansas Communities That Cares survey data for holistic social emotional data. This data will be vital in personalizing what supports we use with our students individually as well as in evaluating the effectiveness of initiatives, personnel, programs, and materials so that we can add, remove, and / or make adjustments as we go.

Allocations

Direct Allocation		True Up Allocation	Total Allocation	20% Minimum	
ESSER III Allocations	\$1,116,436	\$0	\$1,116,436	ESSER III Allocations	\$223,288
Approved Total	\$0	\$0	\$0	Approved Total	\$0
Amount Left	\$1,116,436	\$0	\$1,116,436	Amount Still Needed	\$223,288
In Review Total	\$1,084,682	\$0	\$1,084,682	In Review Total	\$294,078
Amount Left	\$31,754	\$0	\$31,754	Amount Still Needed	\$0

Line Items

ID	Allocation Type	Learning Loss	Function Code	Object Code	Allowable Use	Total Expenditures	Status
420-3-0001	Direct	True	1000	110	11A	\$96,000	Task Force Review
420-3-0002	Direct	True	1000	120	11A	\$3,030	Task Force Review
420-3-0003	Direct	True	1000	220	11A	\$7,578	Task Force Review
420-3-0004	Direct	True	1000	110	11B	\$48,000	Task Force Review
420-3-0005	Direct	True	1000	220	11B	\$3,672	Task Force Review
420-3-0006	Direct	True	1000	600	11B	\$15,000	Task Force Review
420-3-0007	Direct	True	1000	110	16	\$100,000	Task Force Review
420-3-0008	Direct	True	1000	210	16	\$13,148	Task Force Review
420-3-0009	Direct	True	1000	220	16	\$7,650	Task Force Review
420-3-0010	Direct	False	1000	110	16	\$100,000	Task Force Review
420-3-0011	Direct	False	1000	210	16	\$13,148	Task Force Review
420-3-0012	Direct	False	1000	220	16	\$7,650	Task Force Review
420-3-0013	Direct	False	1000	120	16	\$33,750	Task Force Review
420-3-0014	Direct	False	1000	210	16	\$13,148	Task Force Review
420-3-0015	Direct	False	1000	220	16	\$2,582	Task Force Review
420-3-0016	Direct	False	1000	730	14	\$135,050	Task Force Review
420-3-0017	Direct	False	1000	736	9	\$38,200	Task Force Review
420-3-0018	Direct	False	1000	730	13	\$3,300	Task Force Review
420-3-0019	Direct	False	1000	730	13	\$9,300	Task Force Review
420-3-0020	Direct	False	1000	640	10	\$2,938	Task Force Review
420-3-0021	Direct	False	1000	640	10	\$64,000	Task Force Review
420-3-0022	Direct	False	1000	640	12	\$10,000	Task Force Review
420-3-0023	Direct	False	1000	640	12	\$15,000	Task Force Review
420-3-0024	Direct	False	1000	110	16	\$90,000	Task Force Review
420-3-0025	Direct	False	1000	210	16	\$13,148	Task Force Review
420-3-0026	Direct	False	1000	220	16	\$6,886	Task Force Review
420-3-0027	Direct	False	1000	110	16	\$39,200	Task Force Review
420-3-0028	Direct	False	1000	220	16	\$2,999	Task Force Review
420-3-0029	Direct	False	1000	110	16	\$14,000	Task Force Review
420-3-0030	Direct	False	1000	220	16	\$1,071	Task Force Review



420-3-0031	Direct	False	1000	110	16	\$30,800	Task Force Review
420-3-0032	Direct	False	1000	220	16	\$2,357	Task Force Review
420-3-0033	Direct	False	1000	110	16	\$5,600	Task Force Review
420-3-0034	Direct	False	1000	220	16	\$429	Task Force Review
420-3-0035	Direct	False	1000	120	16	\$9,800	Task Force Review
420-3-0036	Direct	False	1000	220	16	\$750	Task Force Review
420-3-0037	Direct	False	1000	120	16	\$9,800	Task Force Review
420-3-0038	Direct	False	1000	220	16	\$750	Task Force Review
420-3-0039	Direct	False	1000	120	16	\$11,200	Task Force Review
420-3-0040	Direct	False	1000	220	16	\$857	Task Force Review
420-3-0041	Direct	False	1000	120	16	\$22,400	Task Force Review
420-3-0042	Direct	False	1000	220	16	\$1,714	Task Force Review
420-3-0043	Direct	False	1000	110	16	\$14,000	Task Force Review
420-3-0044	Direct	False	1000	220	16	\$1,071	Task Force Review
420-3-0045	Direct	False	1000	120	16	\$40,600	Task Force Review
420-3-0046	Direct	False	1000	220	16	\$3,106	Task Force Review
420-3-0047	Direct	False	1000	618	7	\$5,000	Task Force Review
420-3-0048	Direct	False	1000	640	12	\$15,000	Task Force Review

Line Item ID: 420-3-0001

**Allocation Type**

Direct Allocation

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

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

**Account Name**

Classified Salary

**Account Number**

85155

**Function Code**

1000 - Instruction

**Object Code**

120 - Regular Non-Certified Salaries

**Allowable Use**

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

**Budgeted Expenditures in SFY 2021**

\$0

**Budgeted Expenditures in SFY 2022**

\$1,010

**Budgeted Expenditures in SFY 2023**

\$1,010

**Budgeted Expenditures in SFY 2024**

\$1,010

**Total Expenditures**

\$3,030

**Status**

Task Force Review

Line Item ID: 420-3-0003

**Allocation Type**

Direct Allocation

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

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

**Account Name**

FICA

**Account Number**

85160

**Function Code**

1000 - Instruction

**Object Code**

220 - Social Security Contributions

**Allowable Use**

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

**Budgeted Expenditures in SFY 2021**

\$0

**Budgeted Expenditures in SFY 2022**

\$2,526

**Budgeted Expenditures in SFY 2023**

\$2,526

**Budgeted Expenditures in SFY 2024**

\$2,526

**Total Expenditures**

\$7,578

**Status**

Task Force Review

Line Item ID: 420-3-0004

**Allocation Type**

Direct Allocation

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

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

**Account Name**

Certified Salary

**Account Number**

85150

**Function Code**

1000 - Instruction

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

11B - Planning and implementing supplemental after-school programs.

**Budgeted Expenditures in SFY 2021**

\$0

**Budgeted Expenditures in SFY 2022**

\$24,000

**Budgeted Expenditures in SFY 2023**

\$24,000

**Budgeted Expenditures in SFY 2024**

\$0

**Total Expenditures**

\$48,000

**Status**

Task Force Review

Line Item ID: 420-3-0005

**Allocation Type**

Direct Allocation

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

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

**Account Name**

FICA

**Account Number**

85160

**Function Code**

1000 - Instruction

**Object Code**

220 - Social Security Contributions

**Allowable Use**

11B - Planning and implementing supplemental after-school programs.

**Budgeted Expenditures in SFY 2021**

\$0

**Budgeted Expenditures in SFY 2022**

\$1,836

**Budgeted Expenditures in SFY 2023**

\$1,836

**Budgeted Expenditures in SFY 2024**

\$0

**Total Expenditures**

\$3,672

**Status**

Task Force Review

Line Item ID: 420-3-0006

**Allocation Type**

Direct Allocation

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

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

**Account Name**

Teaching Supplies

**Account Number**

85165

**Function Code**

1000 - Instruction

**Object Code**

600 - SUPPLIES AND MATERIALS

**Allowable Use**

11B - Planning and implementing supplemental after-school programs.

**Budgeted Expenditures in SFY 2021**

\$0

**Budgeted Expenditures in SFY 2022**

\$7,500

**Budgeted Expenditures in SFY 2023**

\$7,500

**Budgeted Expenditures in SFY 2024**

\$0

**Total Expenditures**

\$15,000

**Status**

Task Force Review

Line Item ID: 420-3-0007

**Allocation Type**

Direct Allocation

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

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

**Account Name**

Certified Salary

**Account Number**

85150

**Function Code**

1000 - Instruction

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

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

**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: 420-3-0008

**Allocation Type**

Direct Allocation

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

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

**Account Name**

BCBS Employee Contribution

**Account Number**

85195

**Function Code**

1000 - Instruction

**Object Code**

210 - Group Insurance

**Allowable Use**

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

**Budgeted Expenditures in SFY 2021**

\$0

**Budgeted Expenditures in SFY 2022**

\$6,574

**Budgeted Expenditures in SFY 2023**

\$6,574

**Budgeted Expenditures in SFY 2024**

\$0

**Total Expenditures**

\$13,148

**Status**

Task Force Review

Line Item ID: 420-3-0009

**Allocation Type**

Direct Allocation

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

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

**Account Name**

FICA

**Account Number**

85160

**Function Code**

1000 - Instruction

**Object Code**

220 - Social Security Contributions

**Allowable Use**

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

**Budgeted Expenditures in SFY 2021**

\$0

**Budgeted Expenditures in SFY 2022**

\$3,825

**Budgeted Expenditures in SFY 2023**

\$3,825

**Budgeted Expenditures in SFY 2024**

\$0

**Total Expenditures**

\$7,650

**Status**

Task Force Review

Line Item ID: 420-3-0010

**Allocation Type**

Direct Allocation

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

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

**Account Name**

Certified Salary

**Account Number**

85150

**Function Code**

1000 - Instruction

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

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

**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: 420-3-0011

**Allocation Type**

Direct Allocation

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

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

**Account Name**

BCBS Employee Contribution

**Account Number**

85195

**Function Code**

1000 - Instruction

**Object Code**

210 - Group Insurance

**Allowable Use**

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

**Budgeted Expenditures in SFY 2021**

\$0

**Budgeted Expenditures in SFY 2022**

\$6,574

**Budgeted Expenditures in SFY 2023**

\$6,574

**Budgeted Expenditures in SFY 2024**

\$0

**Total Expenditures**

\$13,148

**Status**

Task Force Review

Line Item ID: 420-3-0012

**Allocation Type**

Direct Allocation

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

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

**Account Name**

FICA

**Account Number**

85160

**Function Code**

1000 - Instruction

**Object Code**

220 - Social Security Contributions

**Allowable Use**

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

**Budgeted Expenditures in SFY 2021**

\$0

**Budgeted Expenditures in SFY 2022**

\$3,825

**Budgeted Expenditures in SFY 2023**

\$3,825

**Budgeted Expenditures in SFY 2024**

\$0

**Total Expenditures**

\$7,650

**Status**

Task Force Review

Line Item ID: 420-3-0013

**Allocation Type**

Direct Allocation

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

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

**Account Name**

Classified Salary

**Account Number**

85155

**Function Code**

1000 - Instruction

**Object Code**

120 - Regular Non-Certified Salaries

**Allowable Use**

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

**Budgeted Expenditures in SFY 2021**

\$0

**Budgeted Expenditures in SFY 2022**

\$16,875

**Budgeted Expenditures in SFY 2023**

\$16,875

**Budgeted Expenditures in SFY 2024**

\$0

**Total Expenditures**

\$33,750

**Status**

Task Force Review

Line Item ID: 420-3-0014

**Allocation Type**

Direct Allocation

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

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

**Account Name**

BCBS Employee Contribution

**Account Number**

85195

**Function Code**

1000 - Instruction

**Object Code**

210 - Group Insurance

**Allowable Use**

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

**Budgeted Expenditures in SFY 2021**

\$0

**Budgeted Expenditures in SFY 2022**

\$6,574

**Budgeted Expenditures in SFY 2023**

\$6,574

**Budgeted Expenditures in SFY 2024**

\$0

**Total Expenditures**

\$13,148

**Status**

Task Force Review

Line Item ID: 420-3-0015

**Allocation Type**

Direct Allocation

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

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

**Account Name**

FICA

**Account Number**

85160

**Function Code**

1000 - Instruction

**Object Code**

220 - Social Security Contributions

**Allowable Use**

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

**Budgeted Expenditures in SFY 2021**

\$0

**Budgeted Expenditures in SFY 2022**

\$1,291

**Budgeted Expenditures in SFY 2023**

\$1,291

**Budgeted Expenditures in SFY 2024**

\$0

**Total Expenditures**

\$2,582

**Status**

Task Force Review

Line Item ID: 420-3-0016



**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**

Facility Repair Improvements

**Account Number**

85180

**Function Code**

1000 - Instruction

**Object Code**

730 - Equipment

**Allowable Use**

14 - Inspection, testing, maintenance, repair, replacement and upgrade projects to improve the indoor air quality in school facilities.

**Budgeted Expenditures in SFY 2021**

\$0

**Budgeted Expenditures in SFY 2022**

\$135,050

**Budgeted Expenditures in SFY 2023**

\$0

**Budgeted Expenditures in SFY 2024**

\$0

**Total Expenditures**

\$135,050

**Status**

Task Force Review

**Line Item Comment from KSDE**

Allowable if CDC guidelines are met.

Line Item ID: 420-3-0017

**Allocation Type**

Direct Allocation

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

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

**Account Name**

Educational Technology

**Account Number**

85175

**Function Code**

1000 - Instruction

**Object Code**

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

**Allowable Use**

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

**Budgeted Expenditures in SFY 2021**

\$0

**Budgeted Expenditures in SFY 2022**

\$0

**Budgeted Expenditures in SFY 2023**

\$38,200

**Budgeted Expenditures in SFY 2024**

\$0

**Total Expenditures**

\$38,200

**Status**

Task Force Review

Line Item ID: 420-3-0018

**Allocation Type**

Direct Allocation

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

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

**Account Name**

Facility Repair Improvements

**Account Number**

85180

**Function Code**

1000 - Instruction

**Object Code**

730 - Equipment

**Allowable Use**

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

**Budgeted Expenditures in SFY 2021**

\$0

**Budgeted Expenditures in SFY 2022**

\$3,300

**Budgeted Expenditures in SFY 2023**

\$0

**Budgeted Expenditures in SFY 2024**

\$0

**Total Expenditures**

\$3,300

**Status**

Task Force Review

**Line Item Comment from KSDE**

This line item expense does not have a student learning and pandemic connection. Provide information on how this expenditure has an impact on student learning.

Line Item ID: 420-3-0019

**Allocation Type**

Direct Allocation

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

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

**Account Name**

Facility Repair Improvements

**Account Number**

85180

**Function Code**

1000 - Instruction

**Object Code**

730 - Equipment

**Allowable Use**

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

**Budgeted Expenditures in SFY 2021**

\$0

**Budgeted Expenditures in SFY 2022**

\$9,300

**Budgeted Expenditures in SFY 2023**

\$0

**Budgeted Expenditures in SFY 2024**

\$0

**Total Expenditures**

\$9,300

**Status**

Task Force Review

**Line Item Comment from KSDE**

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

Line Item ID: 420-3-0020

<b><u>Allocation Type</u></b>		<b><u>Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure</u></b>	
Direct Allocation		NO - this item is not marked for Learning Loss Set Aside Expenditure	
<b><u>Account Name</u></b>		<b><u>Account Number</u></b>	
Social Emotional Curriculum		85185	
<b><u>Function Code</u></b>	<b><u>Object Code</u></b>	<b><u>Allowable Use</u></b>	
1000 - Instruction	640 - Books and Periodicals	10 - Providing mental health services and supports.	
<b>Budgeted Expenditures in SFY 2021</b>		\$0	
<b>Budgeted Expenditures in SFY 2022</b>		\$1,469	
<b>Budgeted Expenditures in SFY 2023</b>		\$1,469	
<b>Budgeted Expenditures in SFY 2024</b>		\$0	
<b>Total Expenditures</b>		\$2,938	
		<b><u>Status</u></b>	
		Task Force Review	

Line Item ID: 420-3-0021

<b><u>Allocation Type</u></b>		<b><u>Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure</u></b>	
Direct Allocation		NO - this item is not marked for Learning Loss Set Aside Expenditure	
<b><u>Account Name</u></b>		<b><u>Account Number</u></b>	
Social Emotional Curriculum		85185	
<b><u>Function Code</u></b>	<b><u>Object Code</u></b>	<b><u>Allowable Use</u></b>	
1000 - Instruction	640 - Books and Periodicals	10 - Providing mental health services and supports.	
<b>Budgeted Expenditures in SFY 2021</b>		\$0	
<b>Budgeted Expenditures in SFY 2022</b>		\$32,000	
<b>Budgeted Expenditures in SFY 2023</b>		\$32,000	
<b>Budgeted Expenditures in SFY 2024</b>		\$0	
<b>Total Expenditures</b>		\$64,000	
		<b><u>Status</u></b>	
		Task Force Review	

Line Item ID: 420-3-0022

**Allocation Type**

Direct Allocation

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

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

**Account Name**

On-line Curriculum

**Account Number**

85170

**Function Code**

1000 - Instruction

**Object Code**

640 - Books and Periodicals

**Allowable Use**

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

**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 ID: 420-3-0023

**Allocation Type**

Direct Allocation

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

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

**Account Name**

Online Curriculum

**Account Number**

85170

**Function Code**

1000 - Instruction

**Object Code**

640 - Books and Periodicals

**Allowable Use**

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

**Budgeted Expenditures in SFY 2021**

\$0

**Budgeted Expenditures in SFY 2022**

\$7,500

**Budgeted Expenditures in SFY 2023**

\$7,500

**Budgeted Expenditures in SFY 2024**

\$0

**Total Expenditures**

\$15,000

**Status**

Task Force Review

Line Item ID: 420-3-0024

**Allocation Type**

Direct Allocation

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

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

**Account Name**

Certified Salary

**Account Number**

85150

**Function Code**

1000 - Instruction

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

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

**Budgeted Expenditures in SFY 2021**

\$0

**Budgeted Expenditures in SFY 2022**

\$45,000

**Budgeted Expenditures in SFY 2023**

\$45,000

**Budgeted Expenditures in SFY 2024**

\$0

**Total Expenditures**

\$90,000

**Status**

Task Force Review

Line Item ID: 420-3-0025

**Allocation Type**

Direct Allocation

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

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

**Account Name**

BCBS Employee Contribution

**Account Number**

85195

**Function Code**

1000 - Instruction

**Object Code**

210 - Group Insurance

**Allowable Use**

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

**Budgeted Expenditures in SFY 2021**

\$0

**Budgeted Expenditures in SFY 2022**

\$6,574

**Budgeted Expenditures in SFY 2023**

\$6,574

**Budgeted Expenditures in SFY 2024**

\$0

**Total Expenditures**

\$13,148

**Status**

Task Force Review

Line Item ID: 420-3-0026

**Allocation Type**

Direct Allocation

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

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

**Account Name**

FICA

**Account Number**

85160

**Function Code**

1000 - Instruction

**Object Code**

220 - Social Security Contributions

**Allowable Use**

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

**Budgeted Expenditures in SFY 2021**

\$0

**Budgeted Expenditures in SFY 2022**

\$3,443

**Budgeted Expenditures in SFY 2023**

\$3,443

**Budgeted Expenditures in SFY 2024**

\$0

**Total Expenditures**

\$6,886

**Status**

Task Force Review

Line Item ID: 420-3-0027

**Allocation Type**

Direct Allocation

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

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

**Account Name**

Certified Salary

**Account Number**

85150

**Function Code**

1000 - Instruction

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

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

**Budgeted Expenditures in SFY 2021**

\$0

**Budgeted Expenditures in SFY 2022**

\$0

**Budgeted Expenditures in SFY 2023**

\$39,200

**Budgeted Expenditures in SFY 2024**

\$0

**Total Expenditures**

\$39,200

**Status**

Task Force Review

Line Item ID: 420-3-0028

**Allocation Type**

Direct Allocation

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

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

**Account Name**

FICA

**Account Number**

85160

**Function Code**

1000 - Instruction

**Object Code**

220 - Social Security Contributions

**Allowable Use**

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

**Budgeted Expenditures in SFY 2021**

\$0

**Budgeted Expenditures in SFY 2022**

\$0

**Budgeted Expenditures in SFY 2023**

\$2,999

**Budgeted Expenditures in SFY 2024**

\$0

**Total Expenditures**

\$2,999

**Status**

Task Force Review

Line Item ID: 420-3-0029

**Allocation Type**

Direct Allocation

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

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

**Account Name**

Certified Salary

**Account Number**

85150

**Function Code**

1000 - Instruction

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

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

**Budgeted Expenditures in SFY 2021**

\$0

**Budgeted Expenditures in SFY 2022**

\$0

**Budgeted Expenditures in SFY 2023**

\$14,000

**Budgeted Expenditures in SFY 2024**

\$0

**Total Expenditures**

\$14,000

**Status**

Task Force Review

Line Item ID: 420-3-0030

**Allocation Type**

Direct Allocation

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

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

**Account Name**

FICA

**Account Number**

85160

**Function Code**

1000 - Instruction

**Object Code**

220 - Social Security Contributions

**Allowable Use**

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

**Budgeted Expenditures in SFY 2021**

\$0

**Budgeted Expenditures in SFY 2022**

\$0

**Budgeted Expenditures in SFY 2023**

\$1,071

**Budgeted Expenditures in SFY 2024**

\$0

**Total Expenditures**

\$1,071

**Status**

Task Force Review

Line Item ID: 420-3-0031

**Allocation Type**

Direct Allocation

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

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

**Account Name**

Certified Salary

**Account Number**

85150

**Function Code**

1000 - Instruction

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

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

**Budgeted Expenditures in SFY 2021**

\$0

**Budgeted Expenditures in SFY 2022**

\$0

**Budgeted Expenditures in SFY 2023**

\$30,800

**Budgeted Expenditures in SFY 2024**

\$0

**Total Expenditures**

\$30,800

**Status**

Task Force Review

Line Item ID: 420-3-0032



**Allocation Type**

Direct Allocation

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

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

**Account Name**

FICA

**Account Number**

85160

**Function Code**

1000 - Instruction

**Object Code**

220 - Social Security Contributions

**Allowable Use**

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

**Budgeted Expenditures in SFY 2021**

\$0

**Budgeted Expenditures in SFY 2022**

\$0

**Budgeted Expenditures in SFY 2023**

\$2,357

**Budgeted Expenditures in SFY 2024**

\$0

**Total Expenditures**

\$2,357

**Status**

Task Force Review

Line Item ID: 420-3-0033

**Allocation Type**

Direct Allocation

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

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

**Account Name**

Certified Salary

**Account Number**

85150

**Function Code**

1000 - Instruction

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

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

**Budgeted Expenditures in SFY 2021**

\$0

**Budgeted Expenditures in SFY 2022**

\$0

**Budgeted Expenditures in SFY 2023**

\$5,600

**Budgeted Expenditures in SFY 2024**

\$0

**Total Expenditures**

\$5,600

**Status**

Task Force Review

Line Item ID: 420-3-0034

**Allocation Type**

Direct Allocation

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

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

**Account Name**

FICA

**Account Number**

85160

**Function Code**

1000 - Instruction

**Object Code**

220 - Social Security Contributions

**Allowable Use**

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

**Budgeted Expenditures in SFY 2021**

\$0

**Budgeted Expenditures in SFY 2022**

\$0

**Budgeted Expenditures in SFY 2023**

\$429

**Budgeted Expenditures in SFY 2024**

\$0

**Total Expenditures**

\$429

**Status**

Task Force Review

Line Item ID: 420-3-0035

**Allocation Type**

Direct Allocation

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

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

**Account Name**

Classified Salary

**Account Number**

85155

**Function Code**

1000 - Instruction

**Object Code**

120 - Regular Non-Certified Salaries

**Allowable Use**

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

**Budgeted Expenditures in SFY 2021**

\$0

**Budgeted Expenditures in SFY 2022**

\$0

**Budgeted Expenditures in SFY 2023**

\$9,800

**Budgeted Expenditures in SFY 2024**

\$0

**Total Expenditures**

\$9,800

**Status**

Task Force Review

Line Item ID: 420-3-0036

**Allocation Type**

Direct Allocation

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

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

**Account Name**

FICA

**Account Number**

85160

**Function Code**

1000 - Instruction

**Object Code**

220 - Social Security Contributions

**Allowable Use**

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

**Budgeted Expenditures in SFY 2021**

\$0

**Budgeted Expenditures in SFY 2022**

\$0

**Budgeted Expenditures in SFY 2023**

\$750

**Budgeted Expenditures in SFY 2024**

\$0

**Total Expenditures**

\$750

**Status**

Task Force Review

Line Item ID: 420-3-0037

**Allocation Type**

Direct Allocation

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

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

**Account Name**

Classified Salary

**Account Number**

85155

**Function Code**

1000 - Instruction

**Object Code**

120 - Regular Non-Certified Salaries

**Allowable Use**

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

**Budgeted Expenditures in SFY 2021**

\$0

**Budgeted Expenditures in SFY 2022**

\$0

**Budgeted Expenditures in SFY 2023**

\$9,800

**Budgeted Expenditures in SFY 2024**

\$0

**Total Expenditures**

\$9,800

**Status**

Task Force Review

Line Item ID: 420-3-0038

**Allocation Type**

Direct Allocation

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

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

**Account Name**

FICA

**Account Number**

85160

**Function Code**

1000 - Instruction

**Object Code**

220 - Social Security Contributions

**Allowable Use**

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

**Budgeted Expenditures in SFY 2021**

\$0

**Budgeted Expenditures in SFY 2022**

\$0

**Budgeted Expenditures in SFY 2023**

\$750

**Budgeted Expenditures in SFY 2024**

\$0

**Total Expenditures**

\$750

**Status**

Task Force Review

Line Item ID: 420-3-0039

**Allocation Type**

Direct Allocation

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

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

**Account Name**

Classified Salary

**Account Number**

85155

**Function Code**

1000 - Instruction

**Object Code**

120 - Regular Non-Certified Salaries

**Allowable Use**

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

**Budgeted Expenditures in SFY 2021**

\$0

**Budgeted Expenditures in SFY 2022**

\$0

**Budgeted Expenditures in SFY 2023**

\$11,200

**Budgeted Expenditures in SFY 2024**

\$0

**Total Expenditures**

\$11,200

**Status**

Task Force Review

Line Item ID: 420-3-0040

**Allocation Type**

Direct Allocation

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

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

**Account Name**

FICA

**Account Number**

85160

**Function Code**

1000 - Instruction

**Object Code**

220 - Social Security Contributions

**Allowable Use**

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

**Budgeted Expenditures in SFY 2021**

\$0

**Budgeted Expenditures in SFY 2022**

\$0

**Budgeted Expenditures in SFY 2023**

\$857

**Budgeted Expenditures in SFY 2024**

\$0

**Total Expenditures**

\$857

**Status**

Task Force Review

Line Item ID: 420-3-0041

**Allocation Type**

Direct Allocation

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

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

**Account Name**

Classied Salary

**Account Number**

85155

**Function Code**

1000 - Instruction

**Object Code**

120 - Regular Non-Certified Salaries

**Allowable Use**

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

**Budgeted Expenditures in SFY 2021**

\$0

**Budgeted Expenditures in SFY 2022**

\$0

**Budgeted Expenditures in SFY 2023**

\$22,400

**Budgeted Expenditures in SFY 2024**

\$0

**Total Expenditures**

\$22,400

**Status**

Task Force Review

Line Item ID: 420-3-0042

**Allocation Type**

Direct Allocation

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

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

**Account Name**

FICA

**Account Number**

85160

**Function Code**

1000 - Instruction

**Object Code**

220 - Social Security Contributions

**Allowable Use**

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

**Budgeted Expenditures in SFY 2021**

\$0

**Budgeted Expenditures in SFY 2022**

\$0

**Budgeted Expenditures in SFY 2023**

\$1,714

**Budgeted Expenditures in SFY 2024**

\$0

**Total Expenditures**

\$1,714

**Status**

Task Force Review

Line Item ID: 420-3-0043

**Allocation Type**

Direct Allocation

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

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

**Account Name**

Certified Salary

**Account Number**

85150

**Function Code**

1000 - Instruction

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

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

**Budgeted Expenditures in SFY 2021**

\$0

**Budgeted Expenditures in SFY 2022**

\$0

**Budgeted Expenditures in SFY 2023**

\$14,000

**Budgeted Expenditures in SFY 2024**

\$0

**Total Expenditures**

\$14,000

**Status**

Task Force Review

Line Item ID: 420-3-0044

**Allocation Type**

Direct Allocation

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

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

**Account Name**

FICA

**Account Number**

85160

**Function Code**

1000 - Instruction

**Object Code**

220 - Social Security Contributions

**Allowable Use**

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

**Budgeted Expenditures in SFY 2021**

\$0

**Budgeted Expenditures in SFY 2022**

\$0

**Budgeted Expenditures in SFY 2023**

\$1,071

**Budgeted Expenditures in SFY 2024**

\$0

**Total Expenditures**

\$1,071

**Status**

Task Force Review

Line Item ID: 420-3-0045

**Allocation Type**

Direct Allocation

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

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

**Account Name**

Classified Salary

**Account Number**

851555

**Function Code**

1000 - Instruction

**Object Code**

120 - Regular Non-Certified Salaries

**Allowable Use**

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

**Budgeted Expenditures in SFY 2021**

\$0

**Budgeted Expenditures in SFY 2022**

\$0

**Budgeted Expenditures in SFY 2023**

\$40,600

**Budgeted Expenditures in SFY 2024**

\$0

**Total Expenditures**

\$40,600

**Status**

Task Force Review

Line Item ID: 420-3-0046

**Allocation Type**

Direct Allocation

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

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

**Account Name**

FICA

**Account Number**

85160

**Function Code**

1000 - Instruction

**Object Code**

220 - Social Security Contributions

**Allowable Use**

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

**Budgeted Expenditures in SFY 2021**

\$0

**Budgeted Expenditures in SFY 2022**

\$0

**Budgeted Expenditures in SFY 2023**

\$3,106

**Budgeted Expenditures in SFY 2024**

\$0

**Total Expenditures**

\$3,106

**Status**

Task Force Review

Line Item ID: 420-3-0047

**Allocation Type**

Direct Allocation

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

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

**Account Name**

Supplies/PPE

**Account Number**

85190

**Function Code**

1000 - Instruction

**Object Code**

618 - Cleaning Supplies and Chemicals

**Allowable Use**

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

**Budgeted Expenditures in SFY 2021**

\$0

**Budgeted Expenditures in SFY 2022**

\$1,000

**Budgeted Expenditures in SFY 2023**

\$2,000

**Budgeted Expenditures in SFY 2024**

\$2,000

**Total Expenditures**

\$5,000

**Status**

Task Force Review

Line Item ID: 420-3-0048



**Allocation Type**

Direct Allocation

**Account Name**

On-line Curriculum

**Function Code**

1000 - Instruction

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

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

**Account Number**

85170

**Object Code**

640 - Books and Periodicals

**Allowable Use**

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

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$7,500
<b>Budgeted Expenditures in SFY 2023</b>	\$7,500
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<hr/> \$15,000

**Status**

Task Force Review

# ESSER III APPLICATION FOR D0422

Status

Task Force Review

## KSDE Application Comments

## Current Directory Information

<u>District</u>	<u>Address</u>	<u>Mail Address</u>
Kiowa County	710 S. Main St., Greensburg, KS 67054	710 S. Main Street, Greensburg, KS 67054
<u>Superintendent Name</u>	<u>Superintendent E-mail Address</u>	<u>Superintendent Phone Number</u>
Mark Clodfelter	mclodfelter@usd422.org	(620) 723-2145

## Authorized Representative of the District Information

<u>Name</u>	<u>Position of Title</u>	<u>E-mail Address</u>	<u>Phone Number</u>
Mark Clodfelter	Superintendent	mclodfelter@usd422.org	(620) 723-2145

## Plan for Safe Return

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

<https://www.usd422.org/vnews/display.v/ART/60d154da8bb96>

## Use of Funds for CDC Guidance

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

â€¢Students benefit from in-person learning, and safely returning to in-person instruction in the fall 2021 is a priority. --Our goal at Kiowa County is to keep our students in the building and in the classrooms learning. This year we are adding a custodial staff member to help in the cleaning process.

â€¢Vaccination is the leading public health prevention strategy to end the COVID-19 pandemic. Promoting vaccination can help schools safely return to in-person learning as well as extracurricular activities and sports.

â€¢CDC recommends schools maintain at least 3 feet of physical distance between students within classrooms to reduce transmission risk. When it is not possible to maintain a physical distance of at least 3 feet, such as when schools cannot fully re-open while maintaining these distances, it is especially important to layer multiple other prevention strategies, such as screening testing.

--In the spirit of attempting to keep a 3-foot physical distance, we have split our larger classes. This has caused a need for more classrooms. In addition to more classrooms, we have moved our 21st century Learning Academy off site to create a safe testing location. This, along with many other changes, has placed an additional financial burden on the district.

â€¢Screening testing, ventilation, handwashing and respiratory etiquette, staying home when sick and getting tested, contact tracing in combination with quarantine and isolation, and cleaning and disinfection are also important layers of prevention to keep schools safe.

--At USD 422, we have implemented a robust COVID-19 testing protocol that supports safe, in-person learning and activities, providing protection for students, teachers, and staff, while slowing the spread of COVID-19 in the community.

--Along with a state-of-the-art temperature monitoring system upon building entrance, Kiowa County Schools has a full-time Registered Nurse whose sole job is to monitor the health and safety of our students and staff. We also have multiple hand sanitizer stations throughout the district. USD 422 has completed the necessary steps to be able to administer COVID-19 tests

in the building.

In addition to intentional cleaning by our custodians, we have put air purifiers in all of the rooms that have shown to be at risk of being or becoming a COVID-19 hot spot.

â€¢This guidance emphasizes implementing layered prevention strategies (e.g., using multiple prevention strategies together consistently) to protect students, teachers, staff, visitors, and other members of their households and support in-person learning.

--At Kiowa County, we take student and staff protection very seriously. Upon entering our building, everyone passes by a temperature scanner that flags temperatures above one hundred degrees. Our custodial staff diligently disinfects classrooms, restrooms, and public spaces daily. We have an HVAC system that continually moves filtered air throughout the system. In addition, we have multiple air purifiers that can be relocated to potential hot spots. An onsite Registered Nurse who oversees our COVID protocols and monitors the health of all the students is considered a necessity, not a luxury, at Kiowa County.

â€¢Localities should monitor community transmission, vaccination coverage, screening testing, and occurrence of outbreaks to guide decisions on the level of layered prevention strategies (e.g., physical distancing, screening testing).

--In the spirit of monitoring outbreaks and guiding decisions based off a layered prevention strategy, we have implemented a Gating Task Force. The Gating Task Force considers the following:

â—Criteria has been developed after examining information from multiple school districts and recommendations from the Kansas Department of Health and Environment.

â—Criteria will be evaluated weekly (TBD) by a Gating Criteria Task Force to include: 3 USD 422 Administrators, the Kiowa County Health Nurse, school nurse, 2 board members, and 2 faculty members (1 from the lower level, and 1 from the upper level of the building). Meetings may go to every two weeks if case rates and quarantines decline.

â—Criteria can be used to consider the direction of just one level of the building and/or the entire district.

â—The Gating Criteria Task Force will make determinations based on the current data. While multiple factors will be reviewed, if one criterion is exceedingly high it may be used as a determining factor to move to a different level.

â—The Gating Criteria Task Force will seek to consider the health and safety of students, staff, and the community all while considering aspects of learning and activities for students.

â—Parents will be notified directly if a building or district is going to a different level that will impact on-site, hybrid, or remote learning.

â—If an emergency arises where there is a large outbreak of multiple cases and quarantines, the task force can meet to make the determination to move quickly to a different level to protect students, staff, and the community.

â—If a full closure of a building or the district is recommended by the task force, the final decision will be made by the board of education.

## Stakeholder Engagement

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

### Students

In our high school, we created a survey on November 22 to invite student stakeholder input to help determine effectiveness as an educational institution. 84% of our population participated in the process. We inquired to rigor, relationship, relevance, and social emotional support.

The students were asked if they felt they were receiving a high-quality education at this school. 71% of the students responded with a score of either 4 out of 5 or a 5 out of 5 that they felt secure in their educational opportunities at Kiowa County. At Kiowa County, we have a strong emphasis on classroom rigor. Our goal is to challenge every student every day. When the student was asked if they had to work hard for their grades, 72% of students responded that they had to work hard to get good grades in their classes.

In the area of relationship, our students were asked if they felt our teachers were willing to give extra help on schoolwork if needed. 83% of our student body felt they were supported by the teaching staff and that the teachers were willing to go the extra mile for them. When asked what the students liked the most about KC schools, the top vote-earning category was that our teachers seem to truly care about each student.

With all this positive information, we still have areas that need improvement. The survey did reveal that although most student feel their emotional needs are being met, we are not at one hundred percent. We do have some who feel we need to improve in our support of the student and being equitable across the board in dealing with their individual needs. This is great information that helps us to focus on specific areas of concern. We will allocate some ESSER funds to increasing our paraprofessional footprint to provide more opportunities to find those needs and intervene.

Along with this information is an expressed increase in struggling to focus. As we are walking through this season of COVID, it does seem to be a time of increased stress and outside noises that can cloud the educational process. Our goal continues to be to meet the needs of each student and to get better every day.

## **Families**

In our survey, we focused much of the interest on the families. 87% of our survey was completed by parents of students in our district. Of those respondents, structured educational interventions and afterschool tutoring were the largest vote-getters in the search for importance of programs. When we asked about the importance of online curriculum, we got a consensus that it is somewhat important. Our community seems to overwhelmingly support in-person learning. Math and reading were the highest vote recipients in the importance category, followed by social studies and then science.

When asked about technology and its importance to the parents, it rated high but was not the most vital category. It appears our parents continue to value the art of teaching and the impact our teachers have on our students.

Another area that received the highest mark of all was teacher retention. Our community values our staff and is willing to invest in them to ensure our students' needs are met.

Overall, our community is committed to the school district. The Kiowa County community sees the necessity of the in person learning and the importance of retaining good staff.

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

The school administration team meets every week to discuss relevant issues and budgetary concerns in the district. Weekly, we look at the social emotional, academic needs, and the curricular needs of each class. We discuss our enrollment and how we can best use our funding to meet the needs of our students.

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

The teachers are represented in the District Leadership Team. We meet quarterly to discuss district progress in the KESA process. During this time, we look at data and how our targeted learning loss interventions are affecting the students. During these meetings, we identify areas of needing improvement to ensure that our student losses are being minimized and we are intentionally implementing curricular adaptations to meet those needs.

Along with the DLT, we sent out a survey to each staff member requesting input regarding allocation of ESSER funding. Of the three options for meeting learning loss opportunities, increasing funds toward structured education had the high degree of support (54% voted this as extremely important and 45% voted this as important). These results made structured education the primary focus for spending. Summer school and after-school programs had support and showed evidence of need but did not score quite as high.

When polled about the need for ESSER dollars to be spent on curriculum, the importance of online curriculum received the least amount of support. Our staff is largely a proponent of in-person learning. 41% of the respondents said that online curriculum was only somewhat important, and only 18% reported that online expenditures were very important.

Technology overall, scored high as a valuable use for ESSER funding. A reasonable correlation can be made that technology is important in classroom presentation capabilities, but that online curriculum is not “best practice.”

School counselors were the highest priority in the social emotional category. Sixty-four percent of respondents listed increasing school counselor funds as very important. This was followed by teacher training which received high marks (27% very important, 72% important).

## **Tribes**

In our community survey, there is a minimal tribal representation. Only 3% of our responders were associated with a tribe. The responses from the tribal group stressed interventions as being a very important use of our federal ESSER III dollars. Along with expressions of importance in increased interventions, parent resources and training for teachers were rated very important.

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

At Kiowa County Schools, a survey was sent to current staff, to the students, and to their parents. Our student information system does not indicate migratory or incarcerated or underserved students. Additionally, parents of students who are disabled were able to participate in the survey to share their input on needs.

Additionally, a survey was sent to:

info@aclukansas.org American Civil Liberties Union of Kansas.

Here is the link to the survey that was sent:

[https://docs.google.com/forms/d/1rmKTPGcfijYA\\_UZEjhw6fL2t3KB5KQI7xzRrSrMOCs/edit](https://docs.google.com/forms/d/1rmKTPGcfijYA_UZEjhw6fL2t3KB5KQI7xzRrSrMOCs/edit)

Although there was no response from these individuals before submitting the application, we have still implemented the following supports which we believe will benefit any Native American students who is enrolled at Kiowa County Schools:

Summer School, Tutoring, Reading/Math Curriculums, Elementary and Secondary Teacher Aides for additional support

Should we receive a response from these representatives, we will use their responses to consider future adjustments to our plan.

Kiowa County Schools also works directly with The Iroquois Center for Human Development. We currently use itinerant counselors to address the mental health of our students such as additional counseling, resources to address students who are in need of more intense services.

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

In our survey, we had a few respondents identify as representing students in the foster care system. Even though the amount of people responding in this category was minimal, their responses were not atypical from other community members.

Retaining good teachers was reported as very important along with getting paraprofessional assistance where needed and required. It was also stated that while the core subjects were important, electives were also very important. 12% of our respondents identified as representing the interests of those students with disabilities.

Summer school and structured interventions were high on the list of needs for increase in our offerings. With this included, increasing the pay scale for our paraprofessionals to help keep them in our district and support the hard work they do. In the search for knowledge of the needs in our district, the importance of elective classes ranged from important to very important to those with disabilities.

Also, the program Fastbridge was mentioned as a vehicle to isolate problem areas and increase targeted interventions to meet the needs of the students in a timely fashion.

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

Our survey, provided an opportunity for many subgroups to respond. An important use of money, according to community members, was structured education (97% listed as very important or important), closely followed by afterschool programs. Summer school curriculum took a back seat to structured education and afterschool programs. The majority of respondents expressed the core subjects should receive the lion's share of the funding. The elective programs were important, but did not score as high as math, reading, science and social studies. The core elements of the student's experience continue to be the focal point of the community group.

As far as the social emotional category goes, the training for teachers and the importance of school counselors was supported by nearly every individual that responded (98% support). Parent resources and social workers had some interest, but less than the other two categories (62% support).

Under the heading of personnel, we requested a comparison in adding custodians, increasing substitute teachers pay, or increasing funding for teacher retention. While custodial expenditures were important, the overwhelming support came in teacher retention. This category saw 97% support.

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

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

The impacts of COVID is as diverse as this pandemic itself. There is a level of increased social emotional needs in our school. We have a part time counselor whose student case load is completely full. It has increased enough that we have had to add an additional contract with our local mental health facility to provide an additional counselor to our staff two days a week. To battle the looming possibility of contact tracing that could throw multiple students into quarantine, we have added the Test-To-Stay program. This program has saved our students countless hours of remote learning. The community has responded positively to this program.

As we continue to pour over the data, it is apparent that the learning gap which was once minimal has grown. We have pockets of students that continue to struggle and these students are our focus during this pandemic. We have added multiple paras to work in our intervention classrooms. These classes are designed to meet those students needs academically and work to gain extra ground to get them caught up. We have intentionally worked to add staff to meet these needs.

In our local data, it shows that we have a significant number of students scoring in the Lo to LoAverage category that we are targeting to intervene before the gap grows. With the addition of more paras and programs that are being implemented to target those students on the academic levels in which they reside, we are striving to meet those needs and get these students on grade level.

We have added a few new programs that are levelized. These intentional steps, according to research, should decrease the gaps exacerbated by the pandemic.

Math State Assessment

2016-2017 2017-2018 2018-2019 2020-2021

Grade 3 317310325298

State Average 302302301298

Grade 4 279287286303

State Average 291289291286

Grade 5 278275287303

State Average 288287287283

Grade 6 292284283291

State Average 287287287281

Grade 7 291289283296

State Average 284284283280

Grade 8 307291291275

State Average 280280283277

Grade 10 297286293295

State Average 281279280276

ELA State Assessment  
 2016-20172017-20182018-20192020-2021  
 Grade 3306310305316  
 State Average295293293291  
 Grade 4296312305299  
 State Average300298298296  
 Grade 5288281290322  
 State Average295295295293  
 Grade 6292281284289  
 State Average292290290289  
 Grade 7281285278299  
 State Average287287286284  
 Grade 8297287284273  
 State Average282282281280  
 Grade 10301290294301  
 State Average284282282282

Science State Assessment  
 2016-20172017-20182018-20192020-2021  
 Grade 5291293299314  
 State Average297297299299  
 Grade 8309290287289  
 State Average286285285281  
 Grade 11 297296315301  
 State Average289288286286

NWEA MAP 2021 Fall  
 LoLoAvgAvgHiAvgHi  
 Grade 3 Math9%9%32%14%36%  
 Grade 3 Reading9%14%23%27%27%  
 Grade 4 Math12%8%12%32%36%  
 Grade 4 Reading16%8%8%28%40%  
 Grade 5 Math14%14%17%34%21%  
 Grade 5 Reading10%17%21%34%17%  
 Grade 6/7 Math8%14%33%20%24%  
 Grade 6/7 Reading14%14%27%29%16%  
 Grade 8 Math0%11%47%21%21%  
 Grade 8 Reading5%5%26%53%11%  
 Grade 9 Math21%21%21%7%29%  
 Grade 9 Reading11%29%29%14%18%  
 Grade 10 Math16%21%16%21%26%  
 Grade 10 Reading10%15%35%25%15%  
 Grade 11 Math0%9%13%26%52%  
 Grade 11 Reading0%0%26%30%43%

As we are working to add paras and extra support, we need curriculum to support their efforts. We are adding Learning Ally and DreamBox. These programs work on a leveled platform to help students bridge address learning gaps and work toward regaining weaker skills. We are also going to implement Fastbridge into our repertoire to not only identify our studentsâ€™ needs, but to allow us to compare more accurately to the state averages.

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

Like most schools, our students have been impacted by the continual disruption that is COVID-19. We have implemented multiple strategies to minimize the distractions caused by an ongoing health situation.

One of the primary implementations we have made is increasing the para supports to provide our students the help they need to bridge the learning loss caused by this virus. We have added three paras this year. Our school has a specific intervention teacher that works with students that are underperforming. This year, we added more para support to meet the increased demand with learning loss in students.

In addition to adding paraprofessionals, we have added a custodian to our staff to increase our cleaning methods in our building. He focuses on our elementary hall to make sure that each evening we have cleaned and disinfected the rooms to the best of our ability. In our district, we are a testing site and have implemented the test to stay protocol. We are struggling to meet the increased demands in cleaning with the declining job market pool.

During this time of increased responsibilities and stress, staff retention has been a focus. We are not immune to the nationwide worker shortage that adds responsibilities and expectations put on all our staff. Our district is finding it challenging to find people to refill vacancies that have historically had multiple applicants for these positions. When there are no people to fill the positions, it causes extra work and stress on the current staff. Because of this, it is necessary to incentivize them to stay and find a way through this time for the sake of our students. By providing a premium pay, we are telling our staff that we value and appreciate all their extra duties like cleaning their own room at times, disinfecting desks, covering bathroom cleanings just to name a few.

Add to those custodial responsibilities that staff often must manage students off site as well as on site to meet their needs depending on their quarantine situation. This creates more preparation than just presenting and teaching to all students onsite. This added workload can be overwhelming. Our teachers log incredible hours to meet the ever-increasing demands to meet the students where they are and teach to their specific situation to not only prevent learning loss but to strive to make impactful gains.

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

The goal of section 2001 (e) (2) is that districts spend at least 20% of the ESSER III funds on learning loss. It is the goal of USD 422 to spend well above that amount on student learning loss. In fact, our goal is to spend the lion's share on learning loss. We are focusing on staff that will decrease the student/teacher ratio during targeted hours of the day. We will focus on curriculum that will be individual need based to reach each student where they are. We will be spending a portion of the money on counseling services to help with student social emotional needs that will support decreasing learning loss by meeting the base needs according to Maslow's Hierarchy of Needs. Our primary purpose and focus for ESSER funding is to do what will promote the success of all our students.

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

Academic improvements will be measured using the NWEA Maps assessment, state assessments, and other local screeners. Social Emotional Learning will be evaluated with absentee and discipline data, KCTC data and through the use of a local screener.



Allocations

Direct Allocation			True Up Allocation	Total Allocation	20% Minimum	
ESSER III Allocations		\$332,675	\$0	\$332,675	ESSER III Allocations	\$66,535
Approved Total	\$0		\$0	\$0	Approved Total	\$0
Amount Left		\$332,675	\$0	\$332,675	Amount Still Needed	\$66,535
In Review Total	\$222,267		\$0	\$222,267	In Review Total	\$93,028
Amount Left		\$110,408	\$0	\$110,408	Amount Still Needed	\$0

Line Items

ID	Allocation Type	Learning Loss	Function Code	Object Code	Allowable Use	Total Expenditures	Status
422-3-0001	Direct	False	1000	110	2	\$26,412	Task Force Review
422-3-0002	Direct	False	1000	110	2	\$2,750	Task Force Review
422-3-0003	Direct	False	1000	120	2	\$8,691	Task Force Review
422-3-0004	Direct	False	1000	220	2	\$2,896	Task Force Review
422-3-0005	Direct	False	1000	260	2	\$36	Task Force Review
422-3-0006	Direct	False	2130	220	2	\$57	Task Force Review
422-3-0007	Direct	False	2100	110	2	\$1,000	Task Force Review
422-3-0008	Direct	False	2100	220	2	\$77	Task Force Review
422-3-0009	Direct	False	2100	250	2	\$1	Task Force Review
422-3-0010	Direct	False	2130	120	2	\$750	Task Force Review
422-3-0011	Direct	False	2130	260	2	\$1	Task Force Review
422-3-0012	Direct	False	2220	120	2	\$500	Task Force Review
422-3-0013	Direct	False	2220	220	2	\$38	Task Force Review
422-3-0014	Direct	False	2220	260	2	\$0	Task Force Review
422-3-0015	Direct	False	2300	110	2	\$750	Task Force Review
422-3-0016	Direct	False	2300	220	2	\$57	Task Force Review
422-3-0017	Direct	False	2300	260	2	\$1	Task Force Review
422-3-0018	Direct	False	2400	110	2	\$2,250	Task Force Review
422-3-0019	Direct	False	2400	120	2	\$2,500	Task Force Review
422-3-0020	Direct	False	2400	220	2	\$363	Task Force Review
422-3-0021	Direct	False	2400	260	2	\$4	Task Force Review
422-3-0022	Direct	False	2500	120	2	\$1,500	Task Force Review
422-3-0023	Direct	False	2500	220	2	\$115	Task Force Review
422-3-0024	Direct	False	2500	260	2	\$1	Task Force Review
422-3-0025	Direct	False	2600	120	2	\$2,500	Task Force Review
422-3-0026	Direct	False	2600	220	2	\$191	Task Force Review
422-3-0027	Direct	False	2600	260	2	\$2	Task Force Review
422-3-0028	Direct	False	2710	120	2	\$1,500	Task Force Review
422-3-0029	Direct	False	2710	220	2	\$115	Task Force Review
422-3-0030	Direct	False	2710	260	2	\$1	Task Force Review

422-3-0031	Direct	False	3100	120	2	\$1,500	Task Force Review
422-3-0032	Direct	False	3100	220	2	\$115	Task Force Review
422-3-0033	Direct	False	3100	260	2	\$1	Task Force Review
422-3-0034	Direct	True	1000	120	12	\$60,936	Task Force Review
422-3-0035	Direct	False	2600	120	16	\$20,312	Task Force Review
422-3-0036	Direct	True	1000	650	12	\$12,177	Task Force Review
422-3-0038	Direct	False	1000	110	10	\$21,938	Task Force Review
422-3-0039	Direct	True	1000	650	12	\$18,816	Task Force Review
422-3-0040	Direct	False	2100	300	10	\$12,000	Task Force Review
422-3-0041	Direct	True	1000	650	12	\$1,099	Task Force Review
422-3-0042	Direct	False	1000	730	9	\$5,463	Task Force Review
422-3-0043	Direct	False	2100	300	10	\$3,000	Task Force Review
422-3-0044	Direct	False	2600	600	13	\$380	Task Force Review
422-3-0045	Direct	False	3100	120	2	\$81	Task Force Review
422-3-0046	Direct	False	1000	120	2	\$2,835	Task Force Review
422-3-0047	Direct	False	2710	120	2	\$976	Task Force Review
422-3-0048	Direct	False	2500	120	2	\$65	Task Force Review
422-3-0049	Direct	False	2600	120	2	\$37	Task Force Review
422-3-0050	Direct	False	2600	610	13	\$841	Task Force Review
422-3-0051	Direct	False	2600	610	13	\$4,379	Task Force Review
422-3-0052	Direct	False	1000	290	2	\$257	Task Force Review

Line Item Details

Line Item ID: 422-3-0001

**Allocation Type**

Direct Allocation

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

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

**Account Name**

ESSER III

**Account Number**

21

**Function Code**

1000 - Instruction

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

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

**Budgeted Expenditures in SFY 2021**

\$26,412

**Budgeted Expenditures in SFY 2022**

\$0

**Budgeted Expenditures in SFY 2023**

\$0

**Budgeted Expenditures in SFY 2024**

\$0

**Total Expenditures**

\$26,412

**Status**

Task Force Review

**Line Item Comment from KSDE**

Per applicant, The premium pay was intended as incentive pay. Administration, Educators, District Office staff and custodial received \$750, all remaining classified staff received \$500 and bus drivers received \$250. These funds were distributed to employees December 16, 2021. The payout plan was approved beforehand.

Line Item ID: 422-3-0002

**Allocation Type**

Direct Allocation

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

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

**Account Name**

ESSER III

**Account Number**

21

**Function Code**

1000 - Instruction

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

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

**Budgeted Expenditures in SFY 2021**

\$2,750

**Budgeted Expenditures in SFY 2022**

\$0

**Budgeted Expenditures in SFY 2023**

\$0

**Budgeted Expenditures in SFY 2024**

\$0

**Total Expenditures**

\$2,750

**Status**

Task Force Review

Line Item ID: 422-3-0003

**Allocation Type**

Direct Allocation

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

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

**Account Name**

ESSER III

**Account Number**

21

**Function Code**

1000 - Instruction

**Object Code**

120 - Regular Non-Certified Salaries

**Allowable Use**

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

**Budgeted Expenditures in SFY 2021**

\$8,691

**Budgeted Expenditures in SFY 2022**

\$0

**Budgeted Expenditures in SFY 2023**

\$0

**Budgeted Expenditures in SFY 2024**

\$0

**Total Expenditures**

\$8,691

**Status**

Task Force Review

Line Item ID: 422-3-0004

**Allocation Type**

Direct Allocation

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

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

**Account Name**

ESSER III

**Account Number**

21

**Function Code**

1000 - Instruction

**Object Code**

220 - Social Security Contributions

**Allowable Use**

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

**Budgeted Expenditures in SFY 2021**

\$2,896

**Budgeted Expenditures in SFY 2022**

\$0

**Budgeted Expenditures in SFY 2023**

\$0

**Budgeted Expenditures in SFY 2024**

\$0

**Total Expenditures**

\$2,896

**Status**

Task Force Review

Line Item ID: 422-3-0005

**Allocation Type**

Direct Allocation

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

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

**Account Name**

ESSER III

**Account Number**

21

**Function Code**

1000 - Instruction

**Object Code**

260 - Unemployment Compensation

**Allowable Use**

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

**Budgeted Expenditures in SFY 2021**

\$36

**Budgeted Expenditures in SFY 2022**

\$0

**Budgeted Expenditures in SFY 2023**

\$0

**Budgeted Expenditures in SFY 2024**

\$0

**Total Expenditures**

\$36

**Status**

Task Force Review

Line Item ID: 422-3-0006

**Allocation Type**

Direct Allocation

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

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

**Account Name**

ESSER III

**Account Number**

21

**Function Code**

2130 - Health Services

**Object Code**

220 - Social Security Contributions

**Allowable Use**

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

**Budgeted Expenditures in SFY 2021**

\$57

**Budgeted Expenditures in SFY 2022**

\$0

**Budgeted Expenditures in SFY 2023**

\$0

**Budgeted Expenditures in SFY 2024**

\$0

**Total Expenditures**

\$57

**Status**

Task Force Review

Line Item ID: 422-3-0007

**Allocation Type**

Direct Allocation

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

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

**Account Name**

ESSER III

**Account Number**

21

**Function Code**

2100 - Support Services (Students)

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

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

**Budgeted Expenditures in SFY 2021**

\$1,000

**Budgeted Expenditures in SFY 2022**

\$0

**Budgeted Expenditures in SFY 2023**

\$0

**Budgeted Expenditures in SFY 2024**

\$0

**Total Expenditures**

\$1,000

**Status**

Task Force Review

Line Item ID: 422-3-0008

**Allocation Type**

Direct Allocation

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

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

**Account Name**

ESSER III

**Account Number**

21

**Function Code**

2100 - Support Services (Students)

**Object Code**

220 - Social Security Contributions

**Allowable Use**

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

**Budgeted Expenditures in SFY 2021**

\$77

**Budgeted Expenditures in SFY 2022**

\$0

**Budgeted Expenditures in SFY 2023**

\$0

**Budgeted Expenditures in SFY 2024**

\$0

**Total Expenditures**

\$77

**Status**

Task Force Review

Line Item ID: 422-3-0009

**Allocation Type**

Direct Allocation

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

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

**Account Name**

ESSER III

**Account Number**

21

**Function Code**

2100 - Support Services (Students)

**Object Code**

250 - Tuition Reimbursement

**Allowable Use**

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

**Budgeted Expenditures in SFY 2021**

\$1

**Budgeted Expenditures in SFY 2022**

\$0

**Budgeted Expenditures in SFY 2023**

\$0

**Budgeted Expenditures in SFY 2024**

\$0

**Total Expenditures**

\$1

**Status**

Task Force Review

Line Item ID: 422-3-0010

**Allocation Type**

Direct Allocation

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

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

**Account Name**

ESSER III

**Account Number**

21

**Function Code**

2130 - Health Services

**Object Code**

120 - Regular Non-Certified Salaries

**Allowable Use**

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

**Budgeted Expenditures in SFY 2021**

\$750

**Budgeted Expenditures in SFY 2022**

\$0

**Budgeted Expenditures in SFY 2023**

\$0

**Budgeted Expenditures in SFY 2024**

\$0

**Total Expenditures**

\$750

**Status**

Task Force Review

Line Item ID: 422-3-0011

**Allocation Type**

Direct Allocation

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

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

**Account Name**

ESSER III

**Account Number**

21

**Function Code**

2130 - Health Services

**Object Code**

260 - Unemployment Compensation

**Allowable Use**

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

**Budgeted Expenditures in SFY 2021**

\$1

**Budgeted Expenditures in SFY 2022**

\$0

**Budgeted Expenditures in SFY 2023**

\$0

**Budgeted Expenditures in SFY 2024**

\$0

**Total Expenditures**

\$1

**Status**

Task Force Review

Line Item ID: 422-3-0012

**Allocation Type**

Direct Allocation

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

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

**Account Name**

ESSER III

**Account Number**

21

**Function Code**

2220 - Educational Media Services

**Object Code**

120 - Regular Non-Certified Salaries

**Allowable Use**

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

**Budgeted Expenditures in SFY 2021**

\$500

**Budgeted Expenditures in SFY 2022**

\$0

**Budgeted Expenditures in SFY 2023**

\$0

**Budgeted Expenditures in SFY 2024**

\$0

**Total Expenditures**

\$500

**Status**

Task Force Review

Line Item ID: 422-3-0013



**Allocation Type**

Direct Allocation

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

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

**Account Name**

ESSER III

**Account Number**

21

**Function Code**

2220 - Educational Media Services

**Object Code**

220 - Social Security Contributions

**Allowable Use**

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

**Budgeted Expenditures in SFY 2021**

\$38

**Budgeted Expenditures in SFY 2022**

\$0

**Budgeted Expenditures in SFY 2023**

\$0

**Budgeted Expenditures in SFY 2024**

\$0

**Total Expenditures**

\$38

**Status**

Task Force Review

Line Item ID: 422-3-0014

**Allocation Type**

Direct Allocation

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

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

**Account Name**

ESSER III

**Account Number**

21

**Function Code**

2220 - Educational Media Services

**Object Code**

260 - Unemployment Compensation

**Allowable Use**

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

**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: 422-3-0015

**Allocation Type**

Direct Allocation

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

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

**Account Name**

ESSER III

**Account Number**

21

**Function Code**2300 - Support Services (General  
Administration)**Object Code**

110 - Regular Certified Salaries

**Allowable Use**2 - Coordination of COVID-19  
preparedness and response efforts.**Budgeted Expenditures in SFY 2021**

\$750

**Budgeted Expenditures in SFY 2022**

\$0

**Budgeted Expenditures in SFY 2023**

\$0

**Budgeted Expenditures in SFY 2024**

\$0

**Total Expenditures**

\$750

**Status**

Task Force Review

Line Item ID: 422-3-0016

**Allocation Type**

Direct Allocation

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

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

**Account Name**

ESSER III

**Account Number**

21

**Function Code**2300 - Support Services (General  
Administration)**Object Code**

220 - Social Security Contributions

**Allowable Use**2 - Coordination of COVID-19  
preparedness and response efforts.**Budgeted Expenditures in SFY 2021**

\$57

**Budgeted Expenditures in SFY 2022**

\$0

**Budgeted Expenditures in SFY 2023**

\$0

**Budgeted Expenditures in SFY 2024**

\$0

**Total Expenditures**

\$57

**Status**

Task Force Review

Line Item ID: 422-3-0017

**Allocation Type**

Direct Allocation

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

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

**Account Name**

ESSER III

**Account Number**

21

**Function Code**2300 - Support Services (General  
Administration)**Object Code**

260 - Unemployment Compensation

**Allowable Use**2 - Coordination of COVID-19  
preparedness and response efforts.**Budgeted Expenditures in SFY 2021**

\$1

**Budgeted Expenditures in SFY 2022**

\$0

**Budgeted Expenditures in SFY 2023**

\$0

**Budgeted Expenditures in SFY 2024**

\$0

**Total Expenditures**

\$1

**Status**

Task Force Review

Line Item ID: 422-3-0018

**Allocation Type**

Direct Allocation

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

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

**Account Name**

ESSER III

**Account Number**

21

**Function Code**2400 - Support Services (School  
Administration)**Object Code**

110 - Regular Certified Salaries

**Allowable Use**2 - Coordination of COVID-19  
preparedness and response efforts.**Budgeted Expenditures in SFY 2021**

\$2,250

**Budgeted Expenditures in SFY 2022**

\$0

**Budgeted Expenditures in SFY 2023**

\$0

**Budgeted Expenditures in SFY 2024**

\$0

**Total Expenditures**

\$2,250

**Status**

Task Force Review

Line Item ID: 422-3-0019

**Allocation Type**

Direct Allocation

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

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

**Account Name**

ESSER III

**Account Number**

21

**Function Code**2400 - Support Services (School  
Administration)**Object Code**

120 - Regular Non-Certified Salaries

**Allowable Use**2 - Coordination of COVID-19  
preparedness and response efforts.**Budgeted Expenditures in SFY 2021**

\$2,500

**Budgeted Expenditures in SFY 2022**

\$0

**Budgeted Expenditures in SFY 2023**

\$0

**Budgeted Expenditures in SFY 2024**

\$0

**Total Expenditures**

---

\$2,500**Status**

Task Force Review

Line Item ID: 422-3-0020

**Allocation Type**

Direct Allocation

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

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

**Account Name**

ESSER III

**Account Number**

21

**Function Code**2400 - Support Services (School  
Administration)**Object Code**

220 - Social Security Contributions

**Allowable Use**2 - Coordination of COVID-19  
preparedness and response efforts.**Budgeted Expenditures in SFY 2021**

\$363

**Budgeted Expenditures in SFY 2022**

\$0

**Budgeted Expenditures in SFY 2023**

\$0

**Budgeted Expenditures in SFY 2024**

\$0

**Total Expenditures**

---

\$363**Status**

Task Force Review

Line Item ID: 422-3-0021

**Allocation Type**

Direct Allocation

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

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

**Account Name**

ESSER III

**Account Number**

21

**Function Code**2400 - Support Services (School  
Administration)**Object Code**

260 - Unemployment Compensation

**Allowable Use**2 - Coordination of COVID-19  
preparedness and response efforts.**Budgeted Expenditures in SFY 2021**

\$4

**Budgeted Expenditures in SFY 2022**

\$0

**Budgeted Expenditures in SFY 2023**

\$0

**Budgeted Expenditures in SFY 2024**

\$0

**Total Expenditures**

\$4

**Status**

Task Force Review

Line Item ID: 422-3-0022

**Allocation Type**

Direct Allocation

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

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

**Account Name**

ESSER III

**Account Number**

21

**Function Code**

2500 - Central Services

**Object Code**

120 - Regular Non-Certified Salaries

**Allowable Use**2 - Coordination of COVID-19  
preparedness and response efforts.**Budgeted Expenditures in SFY 2021**

\$1,500

**Budgeted Expenditures in SFY 2022**

\$0

**Budgeted Expenditures in SFY 2023**

\$0

**Budgeted Expenditures in SFY 2024**

\$0

**Total Expenditures**

\$1,500

**Status**

Task Force Review

Line Item ID: 422-3-0023

**Allocation Type**

Direct Allocation

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

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

**Account Name**

ESSER III

**Account Number**

21

**Function Code**

2500 - Central Services

**Object Code**

220 - Social Security Contributions

**Allowable Use**

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

**Budgeted Expenditures in SFY 2021**

\$115

**Budgeted Expenditures in SFY 2022**

\$0

**Budgeted Expenditures in SFY 2023**

\$0

**Budgeted Expenditures in SFY 2024**

\$0

**Total Expenditures**

\$115

**Status**

Task Force Review

Line Item ID: 422-3-0024

**Allocation Type**

Direct Allocation

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

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

**Account Name**

ESSER III

**Account Number**

21

**Function Code**

2500 - Central Services

**Object Code**

260 - Unemployment Compensation

**Allowable Use**

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

**Budgeted Expenditures in SFY 2021**

\$1

**Budgeted Expenditures in SFY 2022**

\$0

**Budgeted Expenditures in SFY 2023**

\$0

**Budgeted Expenditures in SFY 2024**

\$0

**Total Expenditures**

\$1

**Status**

Task Force Review

Line Item ID: 422-3-0025

**Allocation Type**

Direct Allocation

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

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

**Account Name**

ESSER III

**Account Number**

21

**Function Code**2600 - Operation and Maintenance of  
Plant Services (All except  
Transportation)**Object Code**

120 - Regular Non-Certified Salaries

**Allowable Use**2 - Coordination of COVID-19  
preparedness and response efforts.**Budgeted Expenditures in SFY 2021**

\$2,500

**Budgeted Expenditures in SFY 2022**

\$0

**Budgeted Expenditures in SFY 2023**

\$0

**Budgeted Expenditures in SFY 2024**

\$0

**Total Expenditures**

---

\$2,500**Status**

Task Force Review

Line Item ID: 422-3-0026

**Allocation Type**

Direct Allocation

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

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

**Account Name**

ESSER III

**Account Number**

21

**Function Code**2600 - Operation and Maintenance of  
Plant Services (All except  
Transportation)**Object Code**

220 - Social Security Contributions

**Allowable Use**2 - Coordination of COVID-19  
preparedness and response efforts.**Budgeted Expenditures in SFY 2021**

\$191

**Budgeted Expenditures in SFY 2022**

\$0

**Budgeted Expenditures in SFY 2023**

\$0

**Budgeted Expenditures in SFY 2024**

\$0

**Total Expenditures**

---

\$191**Status**

Task Force Review

Line Item ID: 422-3-0027

**Allocation Type**

Direct Allocation

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

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

**Account Name**

ESSER III

**Account Number**

21

**Function Code**2600 - Operation and Maintenance of  
Plant Services (All except  
Transportation)**Object Code**

260 - Unemployment Compensation

**Allowable Use**2 - Coordination of COVID-19  
preparedness and response efforts.**Budgeted Expenditures in SFY 2021**

\$2

**Budgeted Expenditures in SFY 2022**

\$0

**Budgeted Expenditures in SFY 2023**

\$0

**Budgeted Expenditures in SFY 2024**

\$0

**Total Expenditures**

\$2

**Status**

Task Force Review

Line Item ID: 422-3-0028

**Allocation Type**

Direct Allocation

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

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

**Account Name**

ESSER III

**Account Number**

21

**Function Code**

2710 - Vehicle Operation

**Object Code**

120 - Regular Non-Certified Salaries

**Allowable Use**2 - Coordination of COVID-19  
preparedness and response efforts.**Budgeted Expenditures in SFY 2021**

\$1,500

**Budgeted Expenditures in SFY 2022**

\$0

**Budgeted Expenditures in SFY 2023**

\$0

**Budgeted Expenditures in SFY 2024**

\$0

**Total Expenditures**

\$1,500

**Status**

Task Force Review

Line Item ID: 422-3-0029



**Allocation Type**

Direct Allocation

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

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

**Account Name**

ESSER III

**Account Number**

21

**Function Code**

2710 - Vehicle Operation

**Object Code**

220 - Social Security Contributions

**Allowable Use**

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

**Budgeted Expenditures in SFY 2021**

\$115

**Budgeted Expenditures in SFY 2022**

\$0

**Budgeted Expenditures in SFY 2023**

\$0

**Budgeted Expenditures in SFY 2024**

\$0

**Total Expenditures**

\$115

**Status**

Task Force Review

Line Item ID: 422-3-0030

**Allocation Type**

Direct Allocation

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

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

**Account Name**

ESSER III

**Account Number**

21

**Function Code**

2710 - Vehicle Operation

**Object Code**

260 - Unemployment Compensation

**Allowable Use**

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

**Budgeted Expenditures in SFY 2021**

\$1

**Budgeted Expenditures in SFY 2022**

\$0

**Budgeted Expenditures in SFY 2023**

\$0

**Budgeted Expenditures in SFY 2024**

\$0

**Total Expenditures**

\$1

**Status**

Task Force Review

Line Item ID: 422-3-0031

**Allocation Type**

Direct Allocation

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

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

**Account Name**

ESSER III

**Account Number**

21

**Function Code**

3100 - Food Service Operations

**Object Code**

120 - Regular Non-Certified Salaries

**Allowable Use**

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

**Budgeted Expenditures in SFY 2021**

\$1,500

**Budgeted Expenditures in SFY 2022**

\$0

**Budgeted Expenditures in SFY 2023**

\$0

**Budgeted Expenditures in SFY 2024**

\$0

**Total Expenditures**

\$1,500

**Status**

Task Force Review

Line Item ID: 422-3-0032

**Allocation Type**

Direct Allocation

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

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

**Account Name**

ESSER III

**Account Number**

21

**Function Code**

3100 - Food Service Operations

**Object Code**

220 - Social Security Contributions

**Allowable Use**

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

**Budgeted Expenditures in SFY 2021**

\$115

**Budgeted Expenditures in SFY 2022**

\$0

**Budgeted Expenditures in SFY 2023**

\$0

**Budgeted Expenditures in SFY 2024**

\$0

**Total Expenditures**

\$115

**Status**

Task Force Review

Line Item ID: 422-3-0033

**Allocation Type**

Direct Allocation

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

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

**Account Name**

ESSER III

**Account Number**

21

**Function Code**

3100 - Food Service Operations

**Object Code**

260 - Unemployment Compensation

**Allowable Use**

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

**Budgeted Expenditures in SFY 2021**

\$1

**Budgeted Expenditures in SFY 2022**

\$0

**Budgeted Expenditures in SFY 2023**

\$0

**Budgeted Expenditures in SFY 2024**

\$0

**Total Expenditures**

\$1

**Status**

Task Force Review

Line Item ID: 422-3-0034

**Allocation Type**

Direct Allocation

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

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

**Account Name**

ESSER III

**Account Number**

21

**Function Code**

1000 - Instruction

**Object Code**

120 - Regular Non-Certified Salaries

**Allowable Use**

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

**Budgeted Expenditures in SFY 2021**

\$60,936

**Budgeted Expenditures in SFY 2022**

\$0

**Budgeted Expenditures in SFY 2023**

\$0

**Budgeted Expenditures in SFY 2024**

\$0

**Total Expenditures**

\$60,936

**Status**

Task Force Review

**Line Item Comment from KSDE**

Per narrative, One of the primary implementations we have made is increasing the para supports to provide our students the help they need to bridge the learning loss caused by this virus. We have added three paras this year. Our school has a specific intervention teacher that works with students that are underperforming. This year, we added more para support to meet the increased demand with learning loss in students.

Line Item ID: 422-3-0035

**Allocation Type**

Direct Allocation

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

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

**Account Name**

ESSER III

**Account Number**

21

**Function Code**

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

**Object Code**

120 - Regular Non-Certified Salaries

**Allowable Use**

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

**Budgeted Expenditures in SFY 2021**

\$20,312

**Budgeted Expenditures in SFY 2022**

\$0

**Budgeted Expenditures in SFY 2023**

\$0

**Budgeted Expenditures in SFY 2024**

\$0

**Total Expenditures**

\$20,312

**Status**

Task Force Review

**Line Item Comment from KSDE**

Per narrative, we have added a custodian to our staff to increase our cleaning methods in our building. He focuses on our elementary hall to make sure that each evening we have cleaned and disinfected the rooms to the best of our ability. In our district, we are a testing site and have implemented the test to stay protocol. We are struggling to meet the increased demands in cleaning with the declining job market pool.

Line Item ID: 422-3-0036

**Allocation Type**

Direct Allocation

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

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

**Account Name**

ESSER III

**Account Number**

21

**Function Code**

1000 - Instruction

**Object Code**

650 - Supplies-Technology Related

**Allowable Use**

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

**Budgeted Expenditures in SFY 2021**

\$12,177

**Budgeted Expenditures in SFY 2022**

\$0

**Budgeted Expenditures in SFY 2023**

\$0

**Budgeted Expenditures in SFY 2024**

\$0

**Total Expenditures**

\$12,177

**Status**

Task Force Review

**Line Item Comment from KSDE**

Per narrative, As we are working to add paras and extra support, we need curriculum to support their efforts. We are adding Learning Ally and DreamBox. These programs work on a leveled platform to help students bridge address learning gaps and work toward regaining weaker skills. We are also going to implement Fastbridge into our repertoire to not only identify our students' needs, but to allow us to compare more accurately to the state averages.

Line Item ID: 422-3-0038

**Allocation Type**

Direct Allocation

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

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

**Account Name**

ESSER III

**Account Number**

21

**Function Code**

1000 - Instruction

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

10 - Providing mental health services and supports.

**Budgeted Expenditures in SFY 2021**

\$21,938

**Budgeted Expenditures in SFY 2022**

\$0

**Budgeted Expenditures in SFY 2023**

\$0

**Budgeted Expenditures in SFY 2024**

\$0

**Total Expenditures**

\$21,938

**Status**

Task Force Review

Line Item ID: 422-3-0039

**Allocation Type**

Direct Allocation

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

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

**Account Name**

ESSER III

**Account Number**

21

**Function Code**

1000 - Instruction

**Object Code**

650 - Supplies-Technology Related

**Allowable Use**

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

**Budgeted Expenditures in SFY 2021**

\$18,816

**Budgeted Expenditures in SFY 2022**

\$0

**Budgeted Expenditures in SFY 2023**

\$0

**Budgeted Expenditures in SFY 2024**

\$0

**Total Expenditures**

\$18,816

**Status**

Task Force Review

Line Item ID: 422-3-0040

**Allocation Type**

Direct Allocation

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

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

**Account Name**

ESSER III

**Account Number**

21

**Function Code**

2100 - Support Services (Students)

**Object Code**300 - PURCHASED PROFESSIONAL  
AND TECHNICAL SERVICES**Allowable Use**10 - Providing mental health services  
and supports.**Budgeted Expenditures in SFY 2021**

\$12,000

**Budgeted Expenditures in SFY 2022**

\$0

**Budgeted Expenditures in SFY 2023**

\$0

**Budgeted Expenditures in SFY 2024**

\$0

**Total Expenditures**

\$12,000

**Status**

Task Force Review

**Line Item Comment from KSDE**

Per narrative, We have a part time counselor whose student case load is completely full. It has increased enough that we have had to add an additional contract with our local mental health facility to provide an additional counselor to our staff two days a week.

Line Item ID: 422-3-0041

**Allocation Type**

Direct Allocation

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

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

**Account Name**

ESSER III

**Account Number**

21

**Function Code**

1000 - Instruction

**Object Code**

650 - Supplies-Technology Related

**Allowable Use**12 - Addressing learning loss among  
students, including vulnerable  
populations.**Budgeted Expenditures in SFY 2021**

\$1,099

**Budgeted Expenditures in SFY 2022**

\$0

**Budgeted Expenditures in SFY 2023**

\$0

**Budgeted Expenditures in SFY 2024**

\$0

**Total Expenditures**

\$1,099

**Status**

Task Force Review

**Line Item Comment from KSDE**

Per narrative, As we are working to add paras and extra support, we need curriculum to support their efforts. We are adding Learning Ally and DreamBox. These programs work on a leveled platform to help students bridge address learning gaps and work toward regaining weaker skills. We are also going to implement Fastbridge into our repertoire to not only identify our students' needs, but to allow us to compare more accurately to the state averages.

Line Item ID: 422-3-0042

**Allocation Type**

Direct Allocation

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

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

**Account Name**

ESSER III

**Account Number**

21

**Function Code**

1000 - Instruction

**Object Code**

730 - Equipment

**Allowable Use**

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

**Budgeted Expenditures in SFY 2021**

\$5,463

**Budgeted Expenditures in SFY 2022**

\$0

**Budgeted Expenditures in SFY 2023**

\$0

**Budgeted Expenditures in SFY 2024**

\$0

**Total Expenditures**

\$5,463

**Status**

Task Force Review

Line Item ID: 422-3-0043

**Allocation Type**

Direct Allocation

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

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

**Account Name**

ESSER III

**Account Number**

21

**Function Code**

2100 - Support Services (Students)

**Object Code**300 - PURCHASED PROFESSIONAL  
AND TECHNICAL SERVICES**Allowable Use**

10 - Providing mental health services and supports.

**Budgeted Expenditures in SFY 2021**

\$3,000

**Budgeted Expenditures in SFY 2022**

\$0

**Budgeted Expenditures in SFY 2023**

\$0

**Budgeted Expenditures in SFY 2024**

\$0

**Total Expenditures**

\$3,000

**Status**

Task Force Review

Line Item ID: 422-3-0044

**Allocation Type**

Direct Allocation

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

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

**Account Name**

ESSER III

**Account Number**

21

**Function Code**2600 - Operation and Maintenance of  
Plant Services (All except  
Transportation)**Object Code**

600 - SUPPLIES AND MATERIALS

**Allowable Use**13 - School facility repairs and  
improvements to enable operation of  
schools to reduce risk of virus  
transmission and exposure to  
environmental health hazards, and to  
support student health needs.**Budgeted Expenditures in SFY 2021**

\$380

**Budgeted Expenditures in SFY 2022**

\$0

**Budgeted Expenditures in SFY 2023**

\$0

**Budgeted Expenditures in SFY 2024**

\$0

**Total Expenditures**

\$380

**Status**

Task Force Review

Line Item ID: 422-3-0045

**Allocation Type**

Direct Allocation

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

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

**Account Name**

ESSER III

**Account Number**

21

**Function Code**

3100 - Food Service Operations

**Object Code**

120 - Regular Non-Certified Salaries

**Allowable Use**2 - Coordination of COVID-19  
preparedness and response efforts.**Budgeted Expenditures in SFY 2021**

\$81

**Budgeted Expenditures in SFY 2022**

\$0

**Budgeted Expenditures in SFY 2023**

\$0

**Budgeted Expenditures in SFY 2024**

\$0

**Total Expenditures**

\$81

**Status**

Task Force Review

**Line Item Comment from KSDE**Per applicant, This pay covers all certified staff that were paid their contracted hours during October 2021 when  
administration closed Pre-K through 12th buildings due to Covid-19 numbers being elevated in our district.

Line Item ID: 422-3-0046



**Allocation Type**

Direct Allocation

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

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

**Account Name**

ESSER III

**Account Number**

21

**Function Code**

1000 - Instruction

**Object Code**

120 - Regular Non-Certified Salaries

**Allowable Use**

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

**Budgeted Expenditures in SFY 2021**

\$2,835

**Budgeted Expenditures in SFY 2022**

\$0

**Budgeted Expenditures in SFY 2023**

\$0

**Budgeted Expenditures in SFY 2024**

\$0

**Total Expenditures**

\$2,835

**Status**

Task Force Review

Line Item ID: 422-3-0047

**Allocation Type**

Direct Allocation

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

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

**Account Name**

ESSER III

**Account Number**

21

**Function Code**

2710 - Vehicle Operation

**Object Code**

120 - Regular Non-Certified Salaries

**Allowable Use**

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

**Budgeted Expenditures in SFY 2021**

\$976

**Budgeted Expenditures in SFY 2022**

\$0

**Budgeted Expenditures in SFY 2023**

\$0

**Budgeted Expenditures in SFY 2024**

\$0

**Total Expenditures**

\$976

**Status**

Task Force Review

Line Item ID: 422-3-0048

**Allocation Type**

Direct Allocation

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

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

**Account Name**

ESSER III

**Account Number**

21

**Function Code**

2500 - Central Services

**Object Code**

120 - Regular Non-Certified Salaries

**Allowable Use**

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

**Budgeted Expenditures in SFY 2021**

\$65

**Budgeted Expenditures in SFY 2022**

\$0

**Budgeted Expenditures in SFY 2023**

\$0

**Budgeted Expenditures in SFY 2024**

\$0

**Total Expenditures**

\$65

**Status**

Task Force Review

Line Item ID: 422-3-0049

**Allocation Type**

Direct Allocation

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

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

**Account Name**

ESSER III

**Account Number**

21

**Function Code**

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

**Object Code**

120 - Regular Non-Certified Salaries

**Allowable Use**

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

**Budgeted Expenditures in SFY 2021**

\$37

**Budgeted Expenditures in SFY 2022**

\$0

**Budgeted Expenditures in SFY 2023**

\$0

**Budgeted Expenditures in SFY 2024**

\$0

**Total Expenditures**

\$37

**Status**

Task Force Review

Line Item ID: 422-3-0050

**Allocation Type**

Direct Allocation

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

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

**Account Name**

ESSER III

**Account Number**

21

**Function Code**2600 - Operation and Maintenance of  
Plant Services (All except  
Transportation)**Object Code**

610 - General Supplies and Materials

**Allowable Use**13 - School facility repairs and  
improvements to enable operation of  
schools to reduce risk of virus  
transmission and exposure to  
environmental health hazards, and to  
support student health needs.**Budgeted Expenditures in SFY 2021**

\$841

**Budgeted Expenditures in SFY 2022**

\$0

**Budgeted Expenditures in SFY 2023**

\$0

**Budgeted Expenditures in SFY 2024**

\$0

**Total Expenditures**

\$841

**Status**

Task Force Review

Line Item ID: 422-3-0051

**Allocation Type**

Direct Allocation

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

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

**Account Name**

ESSER III

**Account Number**

21

**Function Code**2600 - Operation and Maintenance of  
Plant Services (All except  
Transportation)**Object Code**

610 - General Supplies and Materials

**Allowable Use**13 - School facility repairs and  
improvements to enable operation of  
schools to reduce risk of virus  
transmission and exposure to  
environmental health hazards, and to  
support student health needs.**Budgeted Expenditures in SFY 2021**

\$4,379

**Budgeted Expenditures in SFY 2022**

\$0

**Budgeted Expenditures in SFY 2023**

\$0

**Budgeted Expenditures in SFY 2024**

\$0

**Total Expenditures**

\$4,379

**Status**

Task Force Review

Line Item ID: 422-3-0052

**Allocation Type**

Direct Allocation

**Account Name**

ESSER III

**Function Code**

1000 - Instruction

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

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

**Account Number**

12

**Object Code**

290 - Other Employee Benefits

**Allowable Use**

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

<b>Budgeted Expenditures in SFY 2021</b>	\$257
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<hr/> \$257

**Status**

Task Force Review

# ESSER III APPLICATION FOR D0454

Status

Task Force Review

## KSDE Application Comments

Please update the following stakeholder information.

Civil Rights Organizations  
Most impacted sub-groups

Please use the toolkit in helping your update these narratives.

[https://docs.google.com/document/d/1axRNqx\\_atmSXg3WebTBgZ2Aqrcf96SY\\_Zi7y0ycBJTw/edit?usp=sharing](https://docs.google.com/document/d/1axRNqx_atmSXg3WebTBgZ2Aqrcf96SY_Zi7y0ycBJTw/edit?usp=sharing)

## Current Directory Information

<u>District</u>	<u>Address</u>	<u>Mail Address</u>
Burlingame Public School	100 Bloomquist Drive, Suite A, Burlingame, KS 66413	100 Bloomquist Dr., Suite A, Burlingame, KS 66413
<u>Superintendent Name</u>	<u>Superintendent E-mail Address</u>	<u>Superintendent Phone Number</u>
Marcy Cassidy	cassidy@usd454.net	(785) 654-3328

## Authorized Representative of the District Information

<u>Name</u>	<u>Position of Title</u>	<u>E-mail Address</u>	<u>Phone Number</u>
Dr. Marcy Cassidy	Superintendent	cassidy@usd454.net	(785) 654-3328
<u>Other District Representative 1 - Name</u>	<u>Other District Representative 1 - E-mail Address</u>		
droege@usd454.net	droege@usd454.net		
<u>Other District Representative 2 - Name</u>	<u>Other District Representative 2 - E-mail Address</u>		

## Plan for Safe Return

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

<https://docs.google.com/document/d/1iPh0I3eBHnUxxe2POiPplgpc5fulU8FMcwsLJRK1R4/edit?usp=sharing>

## Use of Funds for CDC Guidance

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

The Burlingame School District 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 and Health/Environment. USD 454 wishes to continue to fund an additional school counselor in order to support the social-emotional gaps that have occurred due to the Pandemic with students having inconsistent access to school, staff and peers. An additional school counselor will provide staff with adequate time to teach social-emotional lessons to students at all levels, which has not been possible in the past. The school district purchased the curriculum, Second Step, for the elementary counselor to use in order to provide students with the skills they need to cope with the daily demands of the world, especially during a Pandemic. The

additional counselor will serve as a liaison to the students who were most at risk during the Pandemic. Impoverished students in USD 454 suffered tremendously as a result of the Pandemic. Such families did not have access to the internet thus leaving them more isolated from all school resources and often absent from virtual lessons. The special education population also suffered significantly as a result of the Pandemic due to the fact that their services were compromised when they were not in person and held virtually. Hence, the counselors will work in tandem with the principals and staff to identify and provide interventions to all students with an additional focus on those identified as being most at risk.

In an effort to identify, monitor and track student progress in all areas, USD 454 wishes to purchase the Fastbridge Assessment Instrument for students in all grades, K-12. USD 454 will need to assure that we assess and screen students for Dyslexia as per recommendations made by KSDE. Students who lived in poverty, struggled with learning disabilities or suffered from excessive absenteeism during the Pandemic will be especially monitored in order to fill in gaps caused by the effects of the Pandemic. The staff at USD 454 will also utilize assessments to target the social-emotional needs of students in order to provide interventions and support to them through the Pandemic and beyond in an ever-changing world. After review of the academic data for the past two school years, the staff at USD 454 has identified instructional gaps that need to be remedied due to the Pandemic as it relates to curriculum and instruction. The maintenance of a Curriculum Director as well as the purchase of a new reading and math curriculum to differentiate instruction will be financially supported through the use of ESSER III funds as well.

The Curriculum Director will assess current practice and preview and purchase the new reading and math curriculums. The new curriculum must not only meet the needs of all students, but must also have the potential to fill in learning gaps for the subgroups identified as being most at risk such as special education students and students from families who are impoverished. The curriculum must be aligned to the state standards and challenge our students to think and problem-solve at a high level. The Curriculum Director will model effective teaching and differentiation strategies for teachers and lead professional development to assure that the teaching staff at USD 454 remains current as it relates to instruction. She will utilize strategies that are research-based, and have the capacity to differentiate instruction for all students and subgroups negatively impacted by the Pandemic.

USD 454 plans to use ESSER III funds to purchase new curriculum in the core areas of reading and math to fill learning gaps, especially for students of poverty and students with disabilities, caused by the Pandemic. The curriculum we currently use is outdated and ineffective; we must provide our students with research-based, reliable and valid curriculums in the core areas of reading and math.

USD 454 plans to utilize ESSER III Dollars to support a School Resource Officer. This officer serves as a positive role model as it relates to the social-emotional health of students. He has the capacity to teach lessons to students of all ages in order to prevent them from making poor decisions as it relates to behavior at school and off the campus thus teaching them how to become successful members of a community. Students who come from broken homes or who suffered emotional distress due to the Pandemic will benefit from a positive role model and have a trusted adult in which they can confide concerns or potential illegal activity. Since the onset of the Pandemic, we have had an increase in students who have tried to take their own lives or have threatened to do so. Our Resource Officer has been an invaluable asset when we have had to navigate these tough situations. We have also seen a huge increase in drug and alcohol use as well as vaping. Our Resource Officer teaches lessons to our students regarding the negative effects of such substances and can hopefully prevent students from taking part in such habits through purposeful lessons and trusting relationships.

USD 454 is in desperate need of updating the quality of air with a new HVAC system in order to provide a safe and healthy learning environment for our students and to mitigate the spread of any virus thus improving attendance as well as student performance.

Currently, USD 454 has antiquated window units and a chiller that are utilized to provide air conditioning in our physical complex. These units/chillers are very old and the filters are not effective in circulating fresh air into classrooms thus causing a breeding ground for germs and viruses.

The window air units do not maintain a continuous flow of air in that they are either turned on or off. The temperatures in the classrooms that utilize such units fluctuate and are oftentimes too cold or too hot. The quality of the airflow causes the rooms to feel uncomfortably cold or uncomfortably stuffy and warm which is not an optimal or healthy learning environment.

The air units provide no sort of system to clean or purify the air flow due to their age and lack of current technological

capacity.

As it relates to learning, the air conditioners are extremely noisy thus causing a distraction to learning. Teachers have to talk over the sound of the window units when involved in Direct Instruction. Students have difficulty hearing the teachers or interacting with one another due to the additional noise caused by the window units. Hence, the learning environment is compromised due to the distraction of the noise caused by the window units.

There is NO air conditioning or heat in the high school gymnasium where classes take place daily and evening sporting events are a regular occurrence. When our teams host athletic events and the gym is full with students and patrons, the quality of the air is highly compromised due to a complete lack of any sort of heating or air systems. Hence, the health of our students as well as our patrons is highly compromised.

The heating system is old and antiquated as well and needs to be updated. Again, airflow is compromised and no new air is filtered into our classrooms through the current system thus causing the air quality to be compromised and the spread of illness more likely. During the fall and winter months, when the heating system is in use, the classrooms become too warm thus compromising the quality of air as well as the learning environment. Students simply do not learn as well when in a classroom that is either too warm or too cold.

In essence, the entire HVAC system is in need of an overhaul at Burlingame. The outdated heating and cooling systems do not provide our students with a healthy learning environment as it relates to clean air. An update in this system would benefit all students and staff.

## Stakeholder Engagement

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

### Students

A survey was sent to all of the junior high and high school students of the school district to seek their input regarding how to spend the ESSER III Federal Relief dollars.

Students were encouraged to attend community meetings such as PTO to listen to and contribute their ideas regarding how to expend such funds.

If students felt more comfortable, they were given the option to take the ESSER III survey via paper and pencil in order to assure that everyone had an opportunity to take part in the survey.

The school counselor met with the Student Council and solicited the students' opinions for how ESSER III money should be spent.

Suggestions students provided regarding the expenditure of ESSER III funding were as follows:

- 1) The students would like for the gymnasium to have both air conditioning and heat added to this space. During extreme heat or extreme cold, the gymnasium is extremely uncomfortable. Administratively, when large crowds are gathered for school sporting events, the gymnasium becomes extremely hot and the air quality feels as if it is compromised due to a complete lack of ventilation.
- 2) Upgraded Technology: They each have a Chromebook, but they would like to upgrade to a better quality computer.
- 3) Better and more food at both breakfast and lunch.
- 4) More CTE or Pathways opportunities.
- 5) FACS class.

## **Families**

All families of the Burlingame community received an electronic survey soliciting their thoughts and ideas regarding how to expend the ESSER III Federal Relief money.

The survey was posted on our Facebook page as well as our website as a convenience to our patrons as well as to encourage participation.

The school district also hosted monthly Parent/Teacher Organization meetings at 5:30 PM on the second Wednesday of each month. Both teachers and parents attended these meetings, and were given the opportunity to voice their opinions regarding how to spend the ESSER II and ESSER III funds.

Suggestions families provided regarding the expenditure of ESSER III funding were as follows:

- 1) Smaller Class Sizes: Parents feel as if they chose a small town in which to live in order to have their students attend a school with small class sizes.
- 2) Parents and families mentioned the importance of a challenging and hands-on curriculum and would like to see new curriculum in the areas of reading, math and STEM Science.
- 3) The parents made mention of being relieved that a social-emotional curriculum was added to the academic regimen at the elementary level. They wondered what could be done at the secondary level. Perhaps, the School Resource Officer could serve in this role.
- 4) Families complained about the quality of the heating and air conditioning systems and feel as if the entire HVAC system needs to be replaced.
- 5) Families would like to see more activities available to students who do not enjoy sports. We are working to add more clubs such as a Greenhouse Club that would provide students the opportunity to be involved in a Farm to Table program.
- 6) More CTE or Pathways need to be added to the offerings to the students at Burlingame.
- 7) The families would like to see a FACS class offered to students as well.

Obviously, we will not have enough funds to provide for all of these recommendations, but we are looking to expend ESSER III funds on a new reading and/or math curriculum as a start. Also, we do not want to implement too many new curriculums at once due to the amount of work and stress that would cause for the teachers.

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



The Burlingame School District is a very small school district with one campus and approximately three hundred students. We utilize a special education cooperative for all of our special education and related services. The superintendent of schools meets with the administrators of the cooperative once a month, if not more regularly, to discuss all current issues and concerns as well as to discuss how to best spend ESSER Dollars in a manner that benefits all students and most certainly includes special education students. All of the superintendents who work with this special education cooperative are in attendance at the monthly meetings, and give input regarding how to efficiently and equitably dispense these funds. As the superintendent of a very small school district, the input received by fellow superintendents of similarly sized school districts in our county regarding the expenditure of the relief funds is invaluable. Ideas are shared and discussed regarding whether or not the ideas meet the criteria for the use of these special funds. Collaboration with such colleagues has been extremely helpful in garnering creative ideas for how to best use these funds as well as sorting through the ideas and suggestions that do not meet such criteria. Hence, phone calls, emails and meetings in person or Zoom have been an integral part of working through this unique budget opportunity.

Suggestions Administration and Special Education Administrators provided regarding the expenditure of ESSER III funding were as follows:

1) Overall, the quality of air, heating and cooling are greatly compromised at the Burlingame School District in literally ALL areas of the school. Window cooling units are loud; hence, teachers have difficulty speaking over the noise they cause and students struggle to hear when the cooling units are in operation. The quality of the air/heat is also compromised due to the age of the systems. An entirely new HVAC system is needed. Obviously, there will not be enough ESSER III dollars to complete this hefty project, but some funding would be greatly appreciated to begin the process of cleaning up the quality of air and heat in our school district.

2) There is a tremendous need to add a Curriculum Director or Coach to the staff at Burlingame to oversee assessments, assist in the process of selecting new curriculum, and to mentor and model teach for any and all staff members. Our test data speaks to this need; students of poverty or students with disabilities have suffered the most academically as a result of the Pandemic. We must assure that our students are working with valid and research-based curricular materials and teachers are utilizing research-based instructional strategies in order to fill these gaps. CLARIFICATION: This is a new position to our school district. Currently, our data ranks us as one of the LOWEST school district's in the state of Kansas as per the State Assessments. We must address this concern with a dedicated staff member. This position is only partially funded through ESSER dollars. We budgeted \$25,175 from ESSER and the remainder through our General Fund making a total salary of \$50,350.

3) School Resource Officer: The administrative team firmly supports the maintenance of a School Resource Officer to support the social emotional health of our students, especially those most impacted by the Pandemic such as students of poverty and students with disabilities/IEP's. The officer will teach lessons in classrooms, serve as a role model for students, and hopefully deter students from making illegal or immoral decisions. Our data indicates that our students are struggling more emotionally since the onset of the Pandemic, and the team believes an SRO will assist in the healing process. CLARIFICATION: This is a NEW position to our school district. We plan to allocate \$12, 500 dollars from ESSER for this position. Our school district then pays an additional \$12,500 for the position. The remainder of the salary is paid through the County Sheriff's Office. Our School District is responsible for \$25,000 of our Resource Officer's salary.

4) We need to slowly and strategically replace the reading and math curriculums in order to challenge our students to think and problem-solve at higher levels. Our curriculum is out-dated or non-existent and must be updated in order to fill the learning gaps that are a direct result of the Pandemic. Students of poverty and students with academic disabilities will benefit the most from this effort, but all students will be positively impacted.

The team understands that there is not enough funding for all of the suggestions, but the above listed ideas were their input to the survey and conversations held in meetings.

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

The district hosted several opportunities for community members to express their opinions about how to spend the district's Federal relief money.

The first meeting that was held took place on September 8th, 2021 at 4 PM in the school library. The meeting was called: Superintendent's Council. It is a forum for ALL staff, certified and classified, to meet with the Superintendent of Schools to discuss both positive topics as well as concerns employees have with the school district. The Superintendent posed the question regarding how to spend the Federal Relief Dollars and took note of all of the suggestions. There was a vast variety of opinions. We discussed how to spend both ESSER II as well as ESSER III dollars.

Suggestions teachers, staff and Union representatives provided regarding the expenditure of ESSER III funding were as follows:

- 1) Add and maintain another school counselor in order to support the social/emotional needs of our students due to the effects of the Pandemic.
- 2) Provide training to teachers on how to differentiate instruction to meet the needs of all students and to fill in the learning gaps caused by the Pandemic.
- 3) Additional computers for both student and staff use.
- 4) Phones added into all of the classrooms in order to promote healthier communication between school and home.
- 5) Maintain enough custodians to assure that the school can be properly cleaned in order to prevent the spread of the virus.
- 6) Update the HVAC system.
- 7) Update the Lighting System.
- 8) Incorporate an outdoor classroom on school grounds; improve the playground.
- 9) Premium Pay for teachers.
- 10) Leave provided for the sake of Covid absences.

There are two building administrators in the Burlingame School District. They take an active role in the budgeting process. Their input is invaluable due to their connection to teachers and the classrooms. Both of the administrators have contributed their thoughts and ideas as well as expressing the needs of the teachers and students as we expend these funds.

The Burlingame School District maintains a very healthy relationship with the Burlingame Teachers' Association. We have sought out their opinions regarding the expenditure of these dollars through surveys, discussions at meetings and creating an MOU to use such funds to award Premium Pay to all staff for the additional workload they all encountered due to the Covid-19 Pandemic.

The classified staff, especially the custodial, kitchen and secretarial staff, contributed their expertise to the expenditure of such funds by communicating their needs to keep the school clean and serve our students safely.

## **Tribes**

Although the Burlingame School District is unaware of any Tribal residents in the community, all patrons of the community received a survey regarding the expenditures of the ESSER Funds. Hence, all representatives of the community were given the opportunity to participate in the ESSER fund expenditure survey.

In an effort to reach all members of the Burlingame community, we posted the survey on our Facebook page and our website.

External:

Since there are no Tribal members in my school district, I reached out to a professor at Kansas State University, Dr. Alex Red Corn, Coordinator for Indigenous Partnerships, Indigenous Faculty and Staff Alliances.

Although Dr. Red Corn did not respond back to me, he did respond back to a colleague of mine who is a superintendent in my county.

Suggestions Dr. Red Corn made to my colleague were as follows:

1) Maintaining qualified staff in classrooms.

2) Purchase and put into place a mental health or social/emotional curriculum.

We have hired and wish to maintain a Curriculum Director in order to assure that teachers have the most current and research-based curriculum as well as mentor and model teach for any and all staff members to assure that teachers are using instructional strategies that are highly engaging and effective.

Currently, the Burlingame School District has purchased and is using the social/emotional curriculum, Second Step.

**Civil Rights Organization including Disability Rights Organizations**

The Burlingame School District hosted a "Special Board of Education Meeting" in order to solicit the opinions of community stakeholders regarding the Covid 19 Pandemic.

Although a number of topics were discussed at this meeting, the budget and allocation of the ESSER funds was also a topic for discussion.

In an effort to reach all members of the Burlingame community, we posted the survey on our Facebook page as well as our website.

Externally:

The school district reached out to the Kansas Human Rights Commission, the Kansas NAACP and the Disability Rights Center of Kansas for ideas and suggestions on how to best spend ESSER III dollars in an equitable manner as it related to their group or organization.

Internally:

I have worked hand in hand with our special education cooperative. We meet regularly to discuss the needs of the special education students that we serve. Members from this team were also asked to take part in the survey our school district deployed to garner input from all stakeholders.

Suggestions from the special education administrators at our Cooperative were as follows:

- 1) The administrative team at our Cooperative suggested improvement in the quality of our heating and air systems, especially replacing the cooling window units that are noisy and do not guarantee quality or clean air.
- 2) This particular group asked that we install a safe room for several of our students who need a space to regulate their emotions that is safe for them as well as for others. We were able to accommodate this request without the use of ESSER dollars.
- 3) This group discussed the importance of a reliable and research-based curriculum in the core areas of reading and math. They feel as if the reading curriculum is extremely ineffective and must be updated to provide resources that will fill in the learning loss or gaps caused by the Pandemic, especially in the area of Dyslexia.
- 4) This group recommended that we institute a more effective and data based resource for progress monitoring of students. We hope to continue to utilize ESSER dollars for the Fastbridge Assessment tool.

Externally:

The Kansas Human Rights Commission responded to my email communicating that they have not established protocols for how schools should spend this money.

The Disability Rights Center of Kansas responded to my communication with the following suggestions on how ESSER III money should be spent:

- 1) Additional support and services.
- 2) Summer programs.
- 3) after school tutoring.

We have taken their suggestions seriously and have already implemented some of their ideas.

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

In an effort to assure that we have solicited feedback from diverse groups within our school community and county, our school district reached out to the following organizations to seek their input regarding the expenditure of the ESSER III dollars:

Externally:

Disability Rights Center of Kansas, Families Together

Internally:

Special Education Cooperative, Foster Parents, Parents of an ELL student, teachers and students.

Suggestions provided regarding the expenditure of ESSER III funding were as follows:

The Disability Rights Center of Kansas offered several suggestions that were listed above with the Civil Rights Organization data:

1) Summer School.

2) After school tutoring.

3) Additional support and services.

Families Together did not respond to my outreach.

At Burlingame, there is only one student in our ELL program. I reached out to his parents and teachers for advice on how best ESSER III funds could be spent to assist students who do not speak English as a first language. Ideas that were offered were:

1) Resources in the area of reading and English, including phonics, that were designed to best meet the needs of such learners.

As we look to replace curriculum in the core areas, we will keep this need in mind.

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

The Community of the Burlingame School District have had the opportunity on two occasions to complete a survey submitting their ideas regarding how the ESSER III dollars should be spent. The survey was posted on the website and Facebook.

Community members were invited to monthly PTO or Board of Education meetings where they could share their thoughts and ideas regarding how to best and most equitably spend ESSER III dollars. Meeting dates and times were publicized and community members were encouraged to share their opinions regarding how to spend ESSER II and III dollars.

Suggestions provided regarding the expenditure of ESSER III funding were as follows:

- 1) A School Resource Officer to support students in crisis as well as to be a positive role model for all students.
- 2) Additional curricular materials in the core areas of reading, math and science.
- 3) Summer Learning Programs.
- 4) After School Tutoring Programs.
- 5) New Playground Equipment and Outdoor Learning Spaces.
- 6) Upgrading ALL HVAC systems.
- 7) Facility Upgrades.
- 8) Better Meals, both Breakfast and Lunch.
- 9) Create a Gently Used Clothing Bank for Students

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

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

Burlingame is a small, rural town in northeast Kansas. USD 454 serves students ages preschool through 12th grade. Allen Community College has a campus adjacent to our high school, so students have the opportunity to earn an Associate's Degree while they are in high school. Burlingame students also have the opportunity to travel to Topeka to attend Washburn Technology School and pursue a certificate in a professional field area of interest.

USD 454 has suffered academically as a result of the Pandemic. Students' test scores in all sub groups, especially students of poverty and students with disabilities, have declined as well as the students' capacity to perform well post graduation. Many of our students come from economically challenged backgrounds. The median value of a home in Burlingame falls below our county in which we reside as well as the state of Kansas. We are above the state's overall percentage of poverty by only three percent. The groups most affected by the Pandemic are our Free and Reduced Lunch students and our students with disabilities.

To address academic loss in all subgroups, USD 454 has utilized ESSER funding to hire personnel to tutor students to maximize their learning opportunities and close the achievement gap due to the Pandemic. A Curriculum Director was hired to support this academic need. The Curriculum Director models research-based instructional strategies for teachers to assure that the staff is utilizing strategies that are proven to be effective regarding student learning. The Curriculum Director will be instrumental in the adoption of new curriculum in the core areas of reading and math. The new curriculum must match the State Assessed Indicators and have the capacity to fill in learning gaps in our at risk subgroups: impoverished students and students with disabilities.

Over the past two years, the student population at USD 454 has declined. One of the reasons USD 454 has incurred this problem is that families are choosing not to send their children to school due to the Pandemic. During the 2021-22 school

year, our community endured a great amount of tension regarding whether or not to require our students to wear masks. There are many people in our school community who have extreme beliefs against the wearing of masks. Hence, our school district does not require them to be worn. However, there are families who feel strongly that masks should be worn in order to prevent the spread of the virus; therefore, they have taken their students out of our school district and are either home schooling, or they have enrolled their students in a virtual school program. In a district the size of ours, less than three hundred students, losing just a few families has a tremendous impact on our budget. We have suffered financially due to the loss of students as a direct result of the Pandemic.

As a school community, there has been a tremendous amount of trepidation as it relates to getting vaccinated against the Covid-19 virus. The majority of the patrons of USD 454 are not vaccinated, with the exception of the teaching and classified staff who are, for the most part, vaccinated. As a result of the choice of our patrons to not become vaccinated, many students have been exposed to the Covid -19 virus in the community or at home and have then had to go into quarantine for a designated period of time. Some students have served multiple quarantines due to multiple exposures to the virus. Hence, attendance and in-person learning was compromised during the Pandemic, which negatively impacted students' overall health and academic prowess. USD 454 will have to respond to learning gaps and provide remediation for students who fell behind or need social-emotional support, especially students in subgroups more at risk.

USD 454 maintains a moderately high level of poverty. Currently, the district serves approximately three hundred students of which fourteen percent of the population live below the poverty level, and twenty-nine percent of our community are considered "At Risk" due to their low income level. Forty-three percent of our patrons are at risk financially. The Burlingame School District does receive Title I funding due to our financial statistics. For students living below the poverty level, it was a tremendous challenge to assure they had all of the resources necessary to cope when school was not in-person due to the Pandemic. We purchased Hot Spots for these families as well as computers. However, we still struggled to have students from this population join their teachers and classes remotely. They simply would not attend school. No matter how often we reached out to these families, they struggled to attend class or complete any of their work. Hence, their academic progress came to a halt, and we continue to work very hard to fill in the gaps caused by such significant absences from school.

USD 454 saw a rise in the social-emotional needs of its students as it relates to the Pandemic. Due to the students being isolated at home and being forced to attend school remotely, students missed opportunities to interact with their peers and their teachers. Students have reached out to our school counselor over the past two years with a crisis in such alarming numbers that we felt it was necessary to hire an additional counselor and purchase a counseling curriculum (Second Step) in order to teach our students the skills to cope with anxiety and depression. Our counselor has had to respond to multiple situations where a student has threatened to take his or her own life due to the anxiety of being home without the day-to-day support of and contact with the staff and peers. Drug and alcohol use as well as vaping have increased tremendously as well as a result of the Pandemic.

USD 454 saw a rise in aggressive behaviors amongst its students as a result of the Pandemic. When left alone to contend with their own social/emotional and behavioral concerns, students were making choices that had the potential to get them in trouble legally. As a direct result of these concerns, the district hired a School Resource Officer to serve its Kindergarten through twelfth grade students. This officer works daily and is a positive presence at all levels of the school district. The School Resource Officer teaches lessons in the classrooms that assist students in managing anger as well as offering students choices when it relates to dealing with legal situations including, but not limited to, drug and alcohol use, stealing, fighting, discrimination and cheating. He is visible at school as well as at school events. Students are learning to trust the police and to go to them with information that could potentially prevent illegal activities.

USD 454 serves several foster students who reside with one of our families. These students have significant disabilities and demand a great deal of both human and material resources. All of the foster students served by this family maintain significant Individualized Education Plans that require a tremendous amount of services. Such services were a much greater challenge to provide during remote learning, and several of these students incurred learning loss or setbacks due to the lack of in-person instruction.

USD 454 works alongside Three Lakes Educational Cooperative to provide students with special education needs with services. As a school district, Burlingame has an average number of students who have Individualized Education Plans or 504 Plans to assist them with their academic or health needs. Although the district made every effort to serve such students during the Pandemic, remote learning simply is not as effective as in-person learning, especially when learning skills are compromised. The special education population suffered due to the lack of in-person contact and instruction, and teachers are having to assess student goals on IEP's and modify them in order to address loss of learning.

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

The Burlingame School District wishes to utilize its Federal Relief Dollars in the following manners:

**Additional School Counselor:**

Hiring and maintaining an additional counselor will allow the school district to get into individual classrooms and teach the newly adopted counseling curriculum, (Second Step). The Pandemic forced many, and at times, all students to have to learn remotely and not attend school. This lack of socialization had a tremendous impact on students, especially the students coming from low-income or At Risk households. Students were isolated, especially if they did not have access to the internet, which the district strived to resolve by purchasing Hot Spots. However, some of the families still did not have the capacity to follow through with the expectations established by the school district for remote learning and simply did not attend school thus causing social-emotional as well as academic gaps.

**References:**

~Parzych, J., Donohue, P., Gaesser, A., Chiu, M. (2019).  
Measuring the impact of school counselor ratios on student outcomes. ASCA Research Report. Retrieved from  
[www.schoolcounselor.org/asca/media/asca/Publications/Research-Release-Parzych.pdf](http://www.schoolcounselor.org/asca/media/asca/Publications/Research-Release-Parzych.pdf)

**Instructional Coach or Director of Curriculum:**

The research/evidence is clear that the use of an instructional coach can positively and significantly impact teacher professional development through mentoring, instructional planning and instructional efficacy. This, in turn, supports improved student learning. The Curriculum Director will assist in the process of selecting and purchasing a new reading and math curriculum for USD 454.

CLARIFICATION: This is a new position to our school district. Currently, our data ranks us as one of the LOWEST school district's in the state of Kansas as per the State Assessments. We must address this concern with a dedicated staff member. This position is only partially funded through ESSER dollars. We budgeted \$25,000 from ESSER and the remainder through our General Fund making a total salary of \$50,350.

**References:**

~(Gray, J.A. (2018). Leadership Coaching and Mentoring: A Research-Based Model for Stronger Partnerships. International Journal of Education Policy and Leadership, 13(12).

**Reading and Math Curriculum:**

Evidence suggests that having a Structured Literacy program implemented with fidelity with a focus on teaching and reinforcing elements of literacy with early learners is critical for their success. Dyslexia must be addressed and assessed, and the programs/curriculum must provide interventions that will address the learning gaps caused by the Pandemic for all students, but especially for our students identified at risk such as impoverished students and special education students. The Burlingame School District is looking to implement a mathematical intervention curriculum called EnVision Math and/or Illustrative Math, to assist in closing the achievement gap in this core area due to the Covid-19 Pandemic.

**References:**

~Structured Literacy and Typical Literacy Practices: Understanding Differences to Create Instructional Opportunities, Louise Spear-Swerling; January 23, 2018; Volume: 51 issue: 3, page(s): 201-211  
~U.S. Department of Education, Institute of Education Sciences, What Works Clearinghouse (2016, June).  
~Primary Mathematics intervention report: enVisionMATH. Retrieved from <http://whatworks.ed.gov/https://illustrativemathematics.org/about-im/>

**School Resource Officer**

USD 454 saw a rise in aggressive behaviors amongst its students as a result of the Pandemic. When left alone to contend with



their own social/emotional and behavioral concerns, students were making choices that had the potential to get them in trouble legally. As a direct result of these concerns, the district hired a School Resource Officer to serve its Kindergarten through twelfth grade students. This officer works daily and is a positive presence at all levels of the school district. The School Resource Officer teaches lessons in the classrooms that assist students in managing anger as well as offering students choices when it relates to dealing with legal situations including, but not limited to, drug and alcohol use, stealing, fighting, discrimination and cheating. He is visible at school as well as at school events. Students are learning to trust the police and to go to them with information that could potentially prevent illegal activities.

CLARIFICATION: This is a NEW position to our school district. We plan to allocate \$12, 500 dollars from ESSER for this position. Our school district then pays an additional \$12,500 for the position. The remainder of the salary is paid through the County Sheriff's Office. Our school district is required to pay a total of \$25,000 of our Resource Officer's Salary.

#### References:

[https://cops.usdoj.gov/html/dispatch/08-2021/SROS\\_after\\_pandemic.html](https://cops.usdoj.gov/html/dispatch/08-2021/SROS_after_pandemic.html), (Back to School: School Resource Officers; Transitions After Covid 19 Pandemic, Adam Lustig, NBSA, Center for Safe Schools, August, 2021)

<https://www.tapinto.net/towns/montville/sections/education/articles/school-resource-officers-like-det-scott-mcgowan-are-ready-to-help-kids-cope-with-post-pandemic-challenges> (School Resource Officers like Detective Scott McGowan Are Ready to Help Kids Cope With Post Pandemic Challenges, Hope White, Tap Into Montville, November, 2021)

<https://www.nsba4safeschools.org/css/resources/newsletters/january2021-newsletter> (Rethining the Role of the School Resource Officer, Adam Lustig, NBSAm Cebter for Safe Schools)

<https://www.nsba4safeschools.org/css/resources/newsletters/january2021-newsletter/ashley-frazier> (The Role and Preparation of Resource Officers, NSBA: Center for Safe Schools)

[https://cops.usdoj.gov/html/dispatch/08-2020/Directors\\_Message.html](https://cops.usdoj.gov/html/dispatch/08-2020/Directors_Message.html), (Director's Corner; School Policing in a Pandemic, Community Policing Dispatch, August, 2020, Volume 13, Issue 8)

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

Describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act.

The remainder of the ARP ESSER funds will be spent on replacing antiquated heating and cooling systems in order to provide a healthy, safe and clean learning environment that prevents the spread of the Covid-19 virus.

"The Center for Disease Control and Prevention recommends a layered approach to reduce exposures to SARS-CoV-2, the virus that causes COVID-19. This approach includes using multiple mitigation strategies, including improvements to building ventilation, to reduce the spread of disease and lower the risk of exposure."

~CDC: 24/7: Saving Lives, Protecting People

American Society of Heating, Refrigerating, and Air-Conditioning Engineers (ASHRAE)

"SARS-CoV-2 viral particles spread between people more readily indoors than outdoors. Indoors, the concentration of viral particles is often higher than outdoors, where even a light wind can rapidly reduce concentrations. When indoors, ventilation mitigation strategies can help reduce viral particle concentration. The lower the concentration, the less likely viral particles can be inhaled into the lungs (potentially lowering the inhaled dose); contact eyes, nose, and mouth; or fall out of the air to accumulate on surfaces. Protective ventilation practices and interventions can reduce the airborne concentrations and reduce the overall viral dose to occupants."

~CDC: 24/7: Saving Lives, Protecting People

American Society of Heating, Refrigerating, and Air-Conditioning Engineers (ASHRAE)

The CDC recommends the following regarding proper air flow and the mitigation of the Covid-19 Virus:

"Ensure ventilation systems operate properly and provide acceptable indoor air quality for the current occupancy level for each space.

Rebalance or adjust HVAC systems to increase total airflow to occupied spaces when possible."

~CDC: 24/7: Saving Lives, Protecting People

American Society of Heating, Refrigerating, and Air-Conditioning Engineers (ASHRAE)

Improve central air filtration:

1) "Increase air filtration external icon to as high as possible without significantly reducing design airflow."

2) "Increased filtration efficiency is especially helpful when enhanced outdoor air delivery options are limited."

3) "Make sure air filters are properly sized and within their recommended service life."

~CDC: 24/7: Saving Lives, Protecting People

American Society of Heating, Refrigerating, and Air-Conditioning Engineers (ASHRAE)

"Inspect filter housing and racks to ensure appropriate filter fit and minimize air that flows around, instead of through, the filter.

Ensure restroom exhaust fans are functional and operating at full capacity when the building is occupied."

~CDC: 24/7: Saving Lives, Protecting People

American Society of Heating, Refrigerating, and Air-Conditioning Engineers (ASHRAE)

"Inspect and maintain exhaust ventilation systems in areas such as kitchens, cooking areas, etc. Operate these systems any time these spaces are occupied. Operating them even when the specific space is not occupied will increase overall ventilation within the occupied building."

~CDC: 24/7: Saving Lives, Protecting People

American Society of Heating, Refrigerating, and Air-Conditioning Engineers (ASHRAE)

"Non-healthcare (e.g., businesses and schools) building owners and managers should, at a minimum, maintain building ventilation systems according to state and local building codes and applicable guidelines. Ensuring appropriate outdoor air and ventilation rates is a practical step to ensure good indoor air quality."

~CDC: 24/7: Saving Lives, Protecting People

American Society of Heating, Refrigerating, and Air-Conditioning Engineers (ASHRAE)

The World Health Organization offered the following advice regarding HVAC systems and the spread of the Covid-19 Virus:

"The WHO guidelines now state that airborne transmission of the coronavirus may be possible indoors, especially for people who spend extended periods in crowded, poorly ventilated rooms."

~"Q&A: How is coronavirus transmitted?," World Health Organization, July 9, 2020, who.int.

"Given the concern about airborne transmission, building managers, safety experts, and others might take steps to optimize ventilation and airflow indoors and limit viral spread. But this may also be a good time to think about improving air quality in buildings by significantly changing heating, ventilation, and air-conditioning (HVAC) systems or by making physical changes to manage indoor airflows."

~McKinsey and Company; Source Expert Interviews, McKinsey Analysis; July 2020

**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 purchased through Federal Relief dollars for the Burlingame School District have been directly tied to the prevention of the spread of the Covid-19 virus OR to fill the academic, social/emotional or behavioral gaps that were a

result of the Pandemic.

The school district will utilize data to monitor and track student progress in all core areas: Academic, Social-Emotional and Student Behavior.

The Burlingame School District will utilize a variety of assessments to monitor and track pupil progress in the core academic areas. The district will utilize both formal and informal assessment practices to monitor student growth.

The following assessments will be utilized to monitor student growth:

MAP, (Reading and Math)

STAR, (Reading and Math)

DRA

PAST

Reading Benchmark Assessments

Fry Site Word Test

Kansas State Assessments

PAWS, (Math, problem-solving)

Six Traits Plus 1, (Writing)

Formal and Informal Surveys to students and patrons

Second Step Lessons, Assignments, Discussions and Assessments (Social-Emotional)

Teacher or Professional Interventions:

MTSS: (Multi-Tiered System of Supports)

MTSS is a systemic, continuous-improvement framework in which data-based problem solving and decision-making is practiced across all levels of the educational system for supporting students.

General Education Interventions:

General education interventions are implemented at the building level to help students who are having problems with academics or behavior. It is the follow-up process for those students flagged: by the vision and hearing screenings, state assessments, or identified by teacher.

Ci3T

The Burlingame School District is honored to participate in a grant offered by The University of Kansas led by Dr. Kathleen Lane. This particular grant trains teachers to work with and focus on the whole child: academic needs, behavioral needs and social-emotional needs. This is a data driven program that is positive and proactive in nature. The instructional elements of this program involve strategies that actively engage students in the learning process and challenge them to think and problem-solve at higher levels. A team of teacher leaders from Burlingame will attend trainings with Dr. Lane and her team of educators in order to implement this program at the school district. This program will assist the teachers at Burlingame to address the gaps created by the Covid-19 Pandemic as well as provide the teachers with the skills needed to work with students in an ever-changing world.

Ci3T training will provide the teachers with the skills they need to work with students who present with extremely diverse needs. Teachers need tools to work with students who have declined in their skills due to the remote learning platform during the pandemic. Students who have Individual Education Plans are even more at risk due to loss of instruction during the pandemic because of their already compromised skills in all areas: academic, social-emotional and behavior. Teachers need structures and programs to serve such students and the resources that are necessary to utilize such programs with fidelity.

Ci3T refers to a continuous improvement model of PREVENTION that includes three tiers of support for students so that they can experience success :

- 1) academically
- 2) behaviorally (positive behavior interventions and support, (PBIS)
- 3) socially (Second Step Social-Emotional Curriculum).

School Resource Officer

The Burlingame School District recently employed a School Resource Officer in an effort to support our students behavioral as well as social-emotional needs. The School Resource Officer will teach lessons to students in all grades about making safe choices and abiding by the law. Students will be able to interact and relate to a police officer in a positive light and have a go-to person should they encounter decisions that could potentially not only get them in trouble at school but in the world as well.

#### Professional Development

As a school district, the Director of Curriculum and building leaders will provide the staff with pertinent training regarding any new curricular or assessment practice in order to assure that the programs are being utilized with fidelity. In order to fill in the gaps created by the Covid-19 Pandemic, curriculum and instruction must be monitored and utilized with fidelity in order for students to maximize their growth and potential.

#### Curriculum Director

The Burlingame School District hired a Curriculum Director to assess current instructional materials and tools in an effort to assure that the district is providing students with the necessary skills to be successful not only in school, but after they graduate and become a member of society. The Curriculum Director will assist in an effort to monitor and track student data so that teachers can have the information needed to plan for and execute educational interventions. This individual can also model effective instructional techniques to teachers in an effort to assure that the Burlingame School District is actively engaging students in the learning process in order to maximize academic growth and potential. The Curriculum Director will assist in the process of purchasing new curriculum in the area of reading and math in order to address the academic needs of all students, especially those identified as being at risk from the Pandemic.

Allocations

Direct Allocation			True Up Allocation	Total Allocation	20% Minimum	
ESSER III Allocations		\$492,068	\$0	\$492,068	ESSER III Allocations	\$98,414
Approved Total	\$0		\$0	\$0	Approved Total	\$0
Amount Left		\$492,068	\$0	\$492,068	Amount Still Needed	\$98,414
In Review Total	\$454,393		\$0	\$454,393	In Review Total	\$78,375
Amount Left		\$37,675	\$0	\$37,675	Amount Still Needed	\$20,039

Line Items

ID	Allocation Type	Learning Loss	Function Code	Object Code	Allowable Use	Total Expenditures	Status
454-3-0001	Direct	True	1000	644	12	\$12,500	Task Force Review
454-3-0002	Direct	True	2120	110	10	\$48,000	Task Force Review
454-3-0003	Direct	True	2120	210	10	\$6,300	Task Force Review
454-3-0004	Direct	True	2120	220	10	\$3,700	Task Force Review
454-3-0005	Direct	True	2120	290	10	\$500	Task Force Review
454-3-0007	Direct	True	2200	210	12	\$4,000	Task Force Review
454-3-0008	Direct	True	2200	220	12	\$2,000	Task Force Review
454-3-0009	Direct	True	2200	290	12	\$225	Task Force Review
454-3-0010	Direct	True	2200	300	12	\$1,150	Task Force Review
454-3-0011	Direct	False	4700	450	14	\$376,018	Task Force Review

Line Item Details

Line Item ID: 454-3-0001

<b><u>Allocation Type</u></b>	<b><u>Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure</u></b>		
Direct Allocation	YES - this item is marked for Learning Loss Set Aside Expenditure		
<b><u>Account Name</u></b>	<b><u>Account Number</u></b>		
Textbooks	7		
<b>Function Code</b>	<b>Object Code</b>	<b>Allowable Use</b>	
1000 - Instruction	644 - Textbooks	12 - Addressing learning loss among students, including vulnerable populations.	
<b>Budgeted Expenditures in SFY 2021</b>	\$0	<b><u>Status</u></b> Task Force Review	
<b>Budgeted Expenditures in SFY 2022</b>	\$0		
<b>Budgeted Expenditures in SFY 2023</b>	\$12,500		
<b>Budgeted Expenditures in SFY 2024</b>	\$0		
<b>Total Expenditures</b>	\$12,500		

Line Item ID: 454-3-0002

**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**

Counselor Salary

**Account Number**

7

**Function Code**

2120 - Guidance Services

**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**

\$48,000

**Budgeted Expenditures in SFY 2024**

\$0

**Total Expenditures**

\$48,000

**Status**

Task Force Review

Line Item ID: 454-3-0003

**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**

Counselor Fringe

**Account Number**

7

**Function Code**

2120 - Guidance Services

**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**

\$6,300

**Budgeted Expenditures in SFY 2024**

\$0

**Total Expenditures**

\$6,300

**Status**

Task Force Review

Line Item ID: 454-3-0004

**Allocation Type**

Direct Allocation

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

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

**Account Name**

Counselor Social Security

**Account Number**

7

**Function Code**

2120 - Guidance Services

**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**

\$3,700

**Budgeted Expenditures in SFY 2024**

\$0

**Total Expenditures**

\$3,700

**Status**

Task Force Review

Line Item ID: 454-3-0005

**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**

Counselor Unemployment

**Account Number**

7

**Function Code**

2120 - Guidance Services

**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**

\$500

**Budgeted Expenditures in SFY 2024**

\$0

**Total Expenditures**

\$500

**Status**

Task Force Review

Line Item ID: 454-3-0007

**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**

Curriculum Director Fringe

**Account Number**

7

**Function Code**

2200 - Support Services (Instructional Staff)

**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**

\$4,000

**Budgeted Expenditures in SFY 2024**

\$0

**Total Expenditures**

\$4,000

**Status**

Task Force Review

Line Item ID: 454-3-0008

**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**

Curriculum Director Social Security

**Account Number**

7

**Function Code**

2200 - Support Services (Instructional Staff)

**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**

\$2,000

**Budgeted Expenditures in SFY 2024**

\$0

**Total Expenditures**

\$2,000

**Status**

Task Force Review

Line Item ID: 454-3-0009



**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**

Curriculum Director Unemployment

**Account Number**

7

**Function Code**

2200 - Support Services (Instructional Staff)

**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**

\$225

**Budgeted Expenditures in SFY 2024**

\$0

**Total Expenditures**

\$225

**Status**

Task Force Review

Line Item ID: 454-3-0010

**Allocation Type**

Direct Allocation

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

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

**Account Name**

Instructional Support Prof/Tech Services

**Account Number**

7

**Function Code**

2200 - Support Services (Instructional Staff)

**Object Code**

300 - PURCHASED PROFESSIONAL AND TECHNICAL SERVICES

**Allowable Use**

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

**Budgeted Expenditures in SFY 2021**

\$0

**Budgeted Expenditures in SFY 2022**

\$0

**Budgeted Expenditures in SFY 2023**

\$1,150

**Budgeted Expenditures in SFY 2024**

\$0

**Total Expenditures**

\$1,150

**Status**

Task Force Review

Line Item ID: 454-3-0011

**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**

Building Improvements

**Account Number**

7

**Function Code**

4700 - Building Improvements

**Object Code**

450 - Construction Services (Outside Contractors)

**Allowable Use**

14 - Inspection, testing, maintenance, repair, replacement and upgrade projects to improve the indoor air quality in school facilities.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$376,018
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<hr/> \$376,018

**Status**

Task Force Review

**Line Item Comment from KSDE**

? Allowable if CDC guidelines are met.  
? This is a capital improvement and requires the necessary paperwork.